



Spring 2022 Test Implementation Manual

Virginia Alternate Assessment Program Tests

***Writing* Standards of Learning Tests**

***Non-Writing* Standards of Learning Tests**

**For Division Directors of Testing, School Test Coordinators,
and other School Division personnel responsible
for the Virginia Assessment Program**

Revised March 02, 2022

Only those persons who have signed the *School Division Personnel Test Security Agreement* may participate in the administration of the Virginia Assessment Program tests to students.

Spring 2022 Virginia Alternate Assessment Program (VAAP) Administration Schedule*

Begins January 17, 2022	Division submits Student Registration Import (SRI) file via PearsonAccess ^{next} .
January 17–July 22, 2022	Additional Order window for DDOTs to place orders, via PearsonAccess ^{next} , for test materials and shipping materials.
Begins January 31, 2022	Manually create/edit online test sessions.
Begins February 11, 2022	Prepare online test sessions.
No later than Friday prior to the start of the division's VAAP test window	Return the <i>School Division Test Security Agreement to Pearson</i> (Appendix A).
Begins February 25, 2022	Proctor cache online test sessions.
Begins February 28, 2022	Ability to start online test sessions.
February 28–June 24, 2022	VAAP Testing Window
Within 3 weeks of the receipt of VAAP scores	Return the <i>School Division Affidavit</i> to the Virginia Department of Education (Appendix A).
Within 3 weeks from the receipt of VAAP scores	Ship secure test materials to Pearson, Cedar Rapids, IA.
July 29, 2022	Request ATR deadline.
August 12, 2022	Deadline for ordering printed reports for VAAP 2021–2022.

* The Division Director of Testing (DDOT) will be notified if the Office of Student Assessment updates the Virginia Assessment Program Schedule.

The detailed Virginia Assessment Program Schedule for the 2021–2022 school year is available in PearsonAccess^{next}.

Spring 2022 *Writing* Test Administration Schedule*

Begins January 17, 2022	Division submits Student Registration Import (SRI) file via PearsonAccess ^{next} .
January 24–April 22, 2022	Additional Order window for DDOTs to place orders, via PearsonAccess ^{next} , for test materials and shipping materials.
February 4, 2022	Special assessment accommodation request deadline.
Begins February 14, 2022	Manually create/edit online test sessions.
Begins February 25, 2022	Prepare online test sessions.
Begins March 4, 2022	Proctor cache online test sessions.
March 4, 2022	Return the <i>School Division Test Security Agreement</i> to Pearson (Appendix A), only if one was not submitted for the Fall 2021 <i>Writing</i> test administration.
Begins March 7, 2022	Ability to start online test sessions.
March 7–April 8, 2022	Grade 8 and EOC <i>Writing</i> Online Testing Window The date range represents the state test window. Divisions should administer tests to all students taking the tests for the first time in a 3–4 week window within the state test window.
March 7–18, 2022	Term Graduate 1st Attempt Online <i>Writing</i> Test Students who are scheduled to graduate by August 31, 2022, may complete the <i>Term Graduate Form Group Type Context</i> 1 st opportunity online multiple-choice and short-paper components of the EOC <i>Writing</i> test. The 1 st opportunity components must be completed by March 18, 2022.
March 7–9, 2022	Term Graduate Paper Test Window Refer to Section 9 for details. Both test opportunities must be completed by March 22, 2022. Ship answer documents to Pearson by March 22, 2022.
March 7–9, 2022	Grade 8 and EOC 1st Paper Test Window Refer to Section 9 for details. Make-up testing must be completed by March 22, 2022. Ship answer documents to Pearson by March 22, 2022.
March 14–16, 2022	Grade 8 and EOC 2nd Paper Test Window Refer to Section 9 for details. Make-up testing must be completed by March 29, 2022. Ship answer documents to Pearson by March 29, 2022.

Spring 2022 *Writing* Test Administration Schedule*, continued

March 21–23, 2022	Grade 8 and EOC 3rd Paper Test Window Refer to Section 9 for details. Make-up testing must be completed by April 1, 2022. Ship answer documents to Pearson by April 1, 2022.
April 11–29, 2022	Term Graduate 2nd Attempt Online <i>Writing</i> Test Window Students who are scheduled to graduate by August 31, 2022, may complete the <i>Term Graduate Form Group Type Context</i> 2 nd opportunity online multiple-choice and short-paper components of the EOC <i>Writing</i> test. The 2 nd opportunity components must be completed by April 29, 2022.
April 22, 2022	Return secure test materials (test booklets, prompts etc.) to Pearson.
April 29, 2022	Return the <i>School Division Affidavit</i> to the Virginia Department of Education (Appendix A).
June 17, 2022	Deadline for Requests for Rescore.
July 15, 2022	Request ATR deadline.
July 15, 2022	Deadline for downloading short-paper images.
August 12, 2022	Deadline for ordering printed reports for <i>Writing</i> 2021–2022.

* The Division Director of Testing (DDOT) will be notified if the Office of Student Assessment updates the Virginia Assessment Program Schedule.

The detailed Virginia Assessment Program Schedule for the 2021–2022 school year is available in PearsonAccess^{next}.

Spring 2022 Non-Writing Test Administration Schedule*

(This includes the Grades 3–8 Reading and Mathematics 2021–2022 Test Administration)

March 7, 2022	Division submits Student Registration Import (SRI) file via PearsonAccess ^{next} .
February 18, 2022	Special Assessment Accommodation Request deadline.
March 7, 2022–July 22, 2022	Additional Order window for DDOTs to place orders for test materials and return materials via PearsonAccess ^{next} .
March 14, 2022	Manually create/edit online test sessions.
March 25, 2022	Prepare online test sessions.
April 8, 2022	Proctor cache online test sessions.
April 11, 2022–June 24, 2022	<p>State wide Test Window for the Spring 2022 Non-Writing Test Administration and the Grades 3–8 Reading and Mathematics 2021–2022 Test Administration.</p> <p>The date range represents the state test window. Divisions should administer tests to all students taking the tests for the first time in a 3–4 week window within the state test window.</p>
No later than the Friday prior to the start of division's testing window	Return the <i>School Division Test Security Agreement</i> to Pearson (Appendix A), only if one was not submitted for the Fall 2021 <i>Non-Writing</i> test administration.
No later than the last day of the division's testing window OR not later than July 1, 2022	Deadline to ship all paper answer documents to Pearson, Cedar Rapids, IA.
No later than four weeks after the end of the division's testing window	Return secure test materials (test booklets) to Pearson.

Spring 2022 *Non-Writing* Test Administration Schedule*, continued

No later than four weeks after the end of the division's testing window	Return the <i>School Division Affidavit</i> to the Virginia Department of Education (Appendix A) for Spring 2022 Non-Writing test Administration and the Grades 3-8 Reading and Mathematics 2021-2022 Test Administration.
July 15, 2022	DDOTs submits separate requests for ATR for the Spring 2022 Non-Writing Test Administration and the Grades 3–8 <i>Reading</i> and <i>Mathematics</i> 2021–2022 Test Administration.
August 12, 2022	Deadline for ordering printed reports for the the Spring 2022 Non-Writing Test Administration and the Grades 3-8 <i>Reading</i> and <i>Mathematics</i> 2021-2022 Test Administration.

*The Division Director of Testing (DDOT) will be notified if the Office of Student Assessment updates the Virginia Assessment Program Schedule.

The detailed Virginia Assessment Program Schedule for the 2021–2022 school year is available in PearsonAccess^{next}. After log in, select the VAP Schedule 2021–2022 (pdf).

TABLE OF CONTENTS

Spring 2022 Virginia Alternate Assessment Program (VAAP) Administration Schedule	iii
Spring 2022 <i>Writing</i> Test Administration Schedule	iv
Spring 2022 <i>Non-Writing</i> Test Administration Schedule	vi
NEW FOR SPRING 2022	1
IMPORTANT REMINDERS FOR SPRING 2022.	3
1. USE OF THIS MANUAL FOR SPRING 2022.	19
2. SPRING 2022 TEST ADMINISTRATION SCHEDULES.	20
3. SCHOOL DIVISION RESPONSIBILITIES FOR VAP TESTING.	20
4. SPECIFIC DUTIES OF THE DDOT/STC: BEFORE TESTING.	22
4.1 Train School Test Coordinators	22
4.2 Train Examiners/Proctors.	24
4.3 Online User Roles	26
4.4 Test Preparation Training	27
4.4.1 Resources for test preparation	27
4.4.2 Pre-testing discussion regarding cell phones, electronic devices, and other unauthorized materials during testing	29
4.4.3 Pre-testing discussion regarding cheating.	30
4.5 Document the Need for Paper Assessment	30
4.6 Register Students for Testing.	31
4.7 Determine Where Tests Will Be Administered	31
4.8 Schedule the School's SOL and VAAP Testing Sessions	33
4.9 Determine Testing Groups and Select Examiners.	34
4.10 Determine the Need for Proctors and Arrange for Assistance	34
4.11 Review Procedures for Ensuring Test Security	35
4.12 Collect Completed <i>School Division Personnel Test Security Agreements</i>	35
4.13 Additional Security Procedures for Online Testing.	36
4.13.1 DDOT Testing Checklist	37
4.13.2 Student Testing Tickets	37
4.14 Provide Special Accommodations During SOL <i>Writing</i> and <i>Non-Writing</i> Testing	37
4.15 Testing Condition Adjustments Available During SOL <i>Writing</i> and <i>Non-Writing</i> Testing	40
4.15.1 Testing Condition Adjustments Available to All Students.	40
4.15.2 Health Management Device	40
4.15.3 Hearing Aids with Internet-Connected Device.	40
4.16 Test Tools and Materials	41
4.17 Preparing for Paper Testing	41
4.18 Audits	41

5. SPECIFIC DUTIES OF THE DDOT/STC: DURING TESTING	42
5.1 Maintain a Contingency Plan	42
5.2 Coordinate the School's Administration of the Paper SOL Assessments	42
5.2.1 STC conducts check-out of secure SOL test materials to Examiners	42
5.2.2 Check-in paper SOL test materials at the end of each testing session	43
5.3 Coordinate the School's Administration of the SOL and VAAP Online Assessments	44
5.3.1 Monitor online test sessions	44
5.3.2 Early Warning System	46
5.3.3 Troubleshooting	48
5.4 During Test Administration	53
5.4.1 Monitoring the test administration	53
5.4.2 Answering student questions	56
5.4.3 Allowing student breaks during testing	57
5.4.4 Identifying and resolving testing irregularities	57
5.4.5 Setting up irregularity sessions for online testing	59
5.4.6 Reporting problems/errors on VAAP or SOL Assessments	59
5.4.7 Marking Test Complete guidelines	60
5.4.7.1 Marking a test complete for non-test irregularity situations	60
5.4.7.2 Marking a test complete for online test irregularity situations	61
5.4.8 Struggling EL students on Grades 3–8 <i>Reading</i> tests	61
5.4.9 Struggling Students on VAAP Test	61
5.5 Make-Up Testing Sessions	62
5.5.1 Paper test make-up sessions	62
5.5.2 Online test make-up sessions	63
5.6 Term Graduate Testing	63
5.7 Expedited Retake Testing	64
5.7.1 Eligibility for expedited retakes of Grades 3–8 and EOC SOL Non-Writing tests administered to meet Federal Accountability requirements only	64
5.7.2 Eligibility for expedited retakes for EOC SOL tests needed for Verified Credits	65
5.7.3 Ordering materials for Expedited Retakes	65
5.7.4 Creating online sessions for <i>Non-Writing</i> Expedited Retakes	65
5.7.5 Coding Expedited Retake tests in PearsonAccess ^{next}	66
6. SPECIFIC DUTIES OF THE STC: AFTER TESTING	66
6.1 Receive All Testing Materials from Examiners	66
6.2 Complete Coding of Student Demographic Information	66
6.2.1 Testing Status	66
6.2.2 Special Test Accommodations	69
6.3 Conduct Transcription of Student Responses	70
6.4 Prepare and Transmit Affidavits and Forms	71
7. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING	73
7.1 Paper SOL Testing	73

7.2	Complete and Return the <i>School Division Affidavit</i>	73
7.3	Review Disposition of All Test Materials	73
7.4	Resolve Alerted Student Tests in PearsonAccess ^{next}	76
7.5	Access Test Results	77
7.5.1	Student Data Extract Files.	77
7.5.2	Score Reports: Published Reports	77
7.5.3	Score Reports: On Demand Reports	77
7.6	Review Data	77
7.7	Request ATR	78
7.8	Order Final Reports.	78
7.9	Post ATR Record Changes	78
8.	VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP)	
	2021–2022 TEST ADMINISTRATION, SPRING 2022	80
8.1	SOL VAAP Test Schedule	80
8.2	Identify Students to be Tested	80
8.3	Administration of the VAAP Assessment	80
8.3.1	Overview of the VAAP Assessment Process.	80
8.3.2	Test Tools and Materials	82
8.4	VAAP Testing Conditions Available to all Students Taking VAAP.	85
8.4.1	Timing/Scheduling Conditions.	85
8.4.2	Setting Conditions	86
8.4.3	Presentation Conditions	86
8.4.4	Response Conditions	87
8.5	VAAP Individual Test Accommodations	88
8.6	Accessing the Test Prior to the Test Date	90
8.7	After the Test Administration	90
8.8	Special Situation Schools (8888)	90
9.	SOL <i>WRITING</i> 2021–2022 TEST ADMINISTRATION, SPRING 2022	91
9.1	Spring 2022 SOL <i>Writing</i> Test Schedule	91
9.2	Identify Students to be Tested	93
9.3	Test Tools and Materials	94
9.3.1	Materials needed for paper testing	101
9.3.2	Guidelines for use of the English and bilingual dictionaries	103
9.3.3	Materials needed for accommodations	104
9.4	Preparing for Paper Testing	105
10.	SOL <i>NON–WRITING</i> AND GRADES 3–8 <i>READING</i> AND <i>MATHEMATICS</i>	
	2021–2022 TEST ADMINISTRATIONS, SPRING 2022	106
10.1	SOL <i>Non–Writing</i> and Grades 3–8 <i>Reading</i> and <i>Mathematics</i> Test Schedule.	107
10.2	Identify Students to be Tested	108
10.3	Test Tools and Materials	109
10.3.1	Materials needed for accommodations	121

Appendix A	123
Virginia Assessment Program Spring 2022 <i>School Division Personnel Test Security Agreement</i>	125
General Assembly Legislation	127
Virginia Assessment Program School Division Test Security Agreement	129
Virginia Assessment Program Spring 2022 <i>School Affidavit</i>	130
Virginia Assessment Program Spring 2022 <i>School Division Affidavit</i>	131
Appendix B	133
Special Testing Accommodations: Resources and General Guidance	134
Testing Accommodations for Students with Disabilities	137
Testing Accommodations for English Learners (ELs)	161
Table of Testing Accommodations Available for the <i>Writing</i> Test	172
Table of Testing Accommodations Available for the SOL Grades 3–8, Content Specific History, and <i>Non-Writing</i> Tests	175
Appendix C	179
Guidelines for Proctoring and/or Recording a Test Session	181
<i>Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions</i>	182
<i>SOL Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors</i>	183
Interpreter's Affidavit	184
VAAP 2021–2022 <i>Test Administration Transmittal Form and Affidavit for Student Testing Resources</i>	185
VAAP Test Access Guidance	187
VAAP <i>Test Access Transmittal Form</i>	188
Documentation of Need for Paper Assessment	190
APPENDIX D	193
Testing Condition Adjustments Available to All Students	193
APPENDIX E	195
2021–2022 <i>Test Irregularity Form</i>	195
APPENDIX F	197
List of Additional Resources	197
APPENDIX G	199
Online Tools and Features	199

LIST OF TABLES

Table 1. DDOT Testing Checklist	11
Table 2. STC Testing Checklist.	14
Table 3. Required Technology	17
Table 4. Resources Available for Test Preparation	27
Table 5. SOL Testing Status Codes	67
Table 6. STC Disposition of Test Materials.	72
Table 7. DDOT Disposition of Test Material.	75
Table 8. Audio Tools for Text-to-Speech	83
Table 9. Test Dates for Paper Tests: Grade 8 and EOC Multiple-Choice and Short-Paper Administration Information	92
Table 10. Test Dates for Paper Tests: Term Graduate Multiple-Choice and Short-Paper Administration Information.	93
Table 11. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the <i>Writing</i> Tests	95
Table 12. Online Tools Available in TestNav on the Short-Paper Component of the <i>Writing</i> Test.	100
Table 13. Hand-Held Materials Permitted on the Multiple-Choice/TEI and Short-Paper Components of the Online <i>Writing</i> Tests.	101
Table 14. Materials Permitted on the Multiple-Choice and Short-Paper Components of the Paper <i>Writing</i> Tests	102
Table 15. Use of the English Dictionary and Bilingual Dictionary on the 2010 Standards of Learning (SOL) <i>Writing</i> Test Components.	103
Table 16. Audio Control Box.	104
Table 17. List of all Grades 3–8 Standards of Learning Tests.	106
Table 18. List of all End-of-Course Standards of Learning Tests	107
Table 19. Allowable Test Manipulatives for the Spring 2022 Grades 3–8, Content Specific History, and EOC Tests	110
Table 20. Grades 6–8 and EOC <i>Mathematics</i> Tests and Corresponding Formula Sheets	113
Table 21. State-Approved Calculators Guidelines and Preparation Instructions for Testing	115
Table 22. Direct and Indirect Linguistic Testing Accommodations for English Learners (ELs)	163

NEW FOR SPRING 2022

Spring 2022 VAAP Test Administration

- The Grades 3–8 and High School Virginia Alternate Assessment Program (VAAP) tests will be managed in the VAAP 2021–2022 Test Administration within PearsonAccess^{next}. These tests will follow the Spring 2022 VAAP administration Schedule located in the front of this manual. Many of the items in this *Test Implementation Manual* pertain to the VAAP test administration. Section 8 contains specific information for the VAAP test administration.

Spring 2022 Writing Test Administration

- The Grade 8 and End-of-Course (EOC) *Writing* tests will be managed in the *Writing* 2021–2022 Test Administration within PearsonAccess^{next}. These tests will follow the Spring 2022 *Writing* Test Administration Schedule located in the front of this manual. Many of the items in this *Test Implementation Manual* pertain to the *Writing* Test administration. Section 9 contains specific information for the *Writing* test administration.

The Spring 2022 Non-Writing Test Administration

- The Grades 5 and 8 *Science* tests, Content Specific History tests, and all End-of-Course (EOC) tests will be managed in the Spring 2022 *Non-Writing* Test Administration within PearsonAccess^{next}. These tests will follow the Spring 2022 *Non-Writing* Test Administration Schedule located in the front of this manual. Many of the items in this *Test Implementation Manual* pertain to the *Non-Writing* Test administration. Section 10 contains specific information for the *Non-Writing* test administration.

The Grades 3–8 Reading and Mathematics 2021–2022 Test Administration

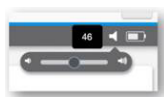
- The Spring 2022 Grades 3–8 *Reading/Mathematics* SOL Assessments will be managed in the Grades 3–8 *Reading and Mathematics* 2021–2022 Test Administration within PearsonAccess^{next}. These tests will follow the Spring 2022 SOL *Non-Writing* Test Administration Schedule located in the front of this manual. Many of the items in this *Test Implementation Manual* pertain to the *Non-Writing* Test administration. Section 10 contains specific information for the *Non-Writing* test administration.

NEW FOR SPRING 2022, continued

TestNav Update

Volume Control

- When a student clicks on the speaker icon displayed in the header bar (to the left of the Student Battery Level Indicator), a slider control will open under the speaker icon.
- The volume control allows students to adjust the system volume on their device.
- The volume control is available on all audio and non-audio tests.



Special Testing Accommodations: Resources and General Guidance

The following updates are located in Appendix B of the *Test implementation Manuals*, the *2021–2022 Examiner’s Resource Guide for Writing Standards of Learning Tests*, and in the *2021–2022 Examiner’s Resource Guide for Non-Writing Standards of Learning Tests*.

- **Hearing Aids Guidance**—the following guidance box has been added: *Guidance for Hearing Aids with Internet-Connected Devices*.
- **Braille Test**—a table of braille formats available for Virginia Assessment Program tests has been added.
- **Braille**—additional guidance added for braille writing devices that have features or capabilities beyond those which allow the student to produce written material in braille.
- **Augmentative Devices Guidance**—the following guidance box has been added: *Guidance for Augmentative Communication Devices with Additional Features*.
- **Calculator Guidance**—the following guidance box has been added: *Guidance Regarding Using Calculators Not on the State Approved Calculator List, Using a Calculator App, and Using Calculator Software*.

IMPORTANT REMINDERS FOR SPRING 2022

Carefully review this *Test Implementation Manual* and the associated *Examiner's Manuals* prior to the administration of the Spring 2022 Virginia Assessment Program (VAP) tests.

Pearson Support Services

- PearsonAccess^{next} Online Support, located at <https://support.assessment.pearson.com/x/BYDy>, provides step-by-step instructions on how to use the PearsonAccess^{next} system. You may also refer to the *Training Workbook: Administering Virginia Standards of Learning Assessments using PearsonAccess^{next}* for training exercises of the PearsonAccess system (also located on the Support page).
- The Pearson Support Center is available to assist with technical support Monday–Friday, 7:00 a.m. to 8:30 p.m. Contact Pearson Support at va.pearsonaccessnext.com and select Contact Customer Support under “Contact Us,” or call 866-650-9425.
- The PearsonAccess system will NOT be available weekly from 10:00 p.m. Tuesday through 7:00 a.m. Wednesday and from 10:00 p.m. Thursday through 7:00 a.m. Friday while system maintenance and scheduled upgrades occur. If the system must be taken offline at times other than those listed above, Pearson will notify DDOTs by email.

TestNav Availability

- TestNav, the online testing software used to deliver the VAP assessments, is only available Monday–Friday, 7:00 a.m. to 10:00 p.m.
- The DDOT should notify Pearson in advance if a school plans to administer online tests after 5:00 p.m. on Monday–Friday.
- Permission from the Virginia Department of Education must be obtained prior to any testing on weekends.
- Scheduled TestNav patch updates will occur at 10:00 p.m. on Tuesdays and Thursdays.
- The TestNav application should be closed on a nightly basis so students do not encounter errors when testing.

Test Implementation Manual and the Supplement to the Writing and Non-Writing Test Implementation Manuals

- This *Test Implementation Manual* contains the information, guidance, procedures, and responsibilities that the Division Director of Testing (DDOT) and School Test Coordinator (STC) are required to follow in order to administer the VAP tests; however, the references to paper material management for the SOL Writing and Non-Writing tests have been removed and placed within a separate document, the *Supplement to the Writing and Non-Writing Test Implementation Manuals*. The *Test Implementation Manual* is provided as a hard-copy document sent to divisions and is available for download from the Virginia Department of Education website at:

www.doe.virginia.gov/testing/test_administration/index.shtml

IMPORTANT REMINDERS FOR SPRING 2022, continued

- The *Supplement to the Writing and Non-Writing Test Implementation Manuals* provides the information, guidance, procedures, and responsibilities the DDOT and STC must use for the management of paper testing for fall, spring, and summer *Writing* and *Non-Writing* test administrations. The *Supplement* covers topics such as ordering paper materials, deliveries of non-secure and secure materials, answer document management, the STC's coordination of the administration of paper tests, and the DDOT's management of paper test materials. This *Supplement* is available in electronic format only—no hard copy is provided—and may be downloaded from the Virginia Department of Education website on the previous page.

Writing and Non-Writing Examiner's Manual and Supplement to the Examiner's Manual

- The *Examiner's Manuals* contain the information, guidance, procedures, and responsibilities that the Examiner and Proctor are required to follow in order to administer the VAP tests. Each *Writing and Non-Writing* manual contains testing directions for online-format tests, but not paper tests, and is provided as a hard-copy document sent to divisions/schools in the non-secure shipments. The *Examiner's Manuals* are also available for download from the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/test_administration/index.shtml

- Separate documents, the *Supplements to the Examiner's Manuals*, provide the testing directions that Examiners and Proctors must use for the administration of paper format tests; they must be used in conjunction with the *Examiner's Manuals*. The *Supplements* are available in electronic format only—no hard copies are provided—and may be downloaded from the Virginia Department of Education website (above).

VAAP Examiner's Manual

- The *VAAP Examiner's Manual* contains the information, guidance, procedures, and responsibilities that the Examiner and Proctor are required to follow in order to administer the VAAP tests. The manual contains information for both the online and paper format tests. The *VAAP Examiner's Manual* is also available for download from the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/test_administration/index.shtml

Documented Need for Paper Test

NOTE: This requirement does not apply to students participating in the VAAP.

Students taking SOL tests are required to take the online version of the test with the exception of students who meet one of the following criteria for paper testing:

- The student attends school in a location where a secure network connection or the required technology is not available to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's school

IMPORTANT REMINDERS FOR SPRING 2022, continued

- The student requires an accommodation specified in his/her Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, braille, and some instances of multiple test sessions).
- The student has a documented medical condition, such as a seizure disorder, where exposure to the testing device will aggravate the student's condition.
- The student's eligibility for paper tests has been established using the *Documentation of Need for Paper Assessment* form. The form documents that the use of paper tests is intended only to provide access to the assessments for the following students:
 - Students with disabilities who require other accommodations that necessitate a paper test
 - Students with medical conditions that render them unable to take an online test
- Refer to Section 4.5 for further details about the documented need for a paper test, and Appendix C for the *Documentation of Need for Paper Assessment* form.

School Division Personnel Test Security Agreement

- The *School Division Personnel Test Security Agreement* is read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of the Virginia Assessment Program (including but not limited to Examiners, Proctors, Interpreters, and Scribes) **MUST** read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement*. This agreement must be completed and signed before access to PearsonAccess^{next} is granted and before any online or paper test is administered. A *School Division Personnel Test Security Agreement* must be completed for each of these Spring 2022 test administrations:
 - VAAP 2021–2022
 - *Writing* 2021–2022
 - Spring 2022 *Non-Writing* and Grades 3–8 *Reading/Mathematics* 2021–2022 (only one *Personnel Security Agreement* is required if staff are administering tests in both of these administrations).

School Division Test Security Agreement

- School divisions are required to submit the *School Division Test Security Agreement* one time annually for each type of test administration: VAAP, *Writing*, Grades 3–8 *Reading* and *Mathematics*, and *Non-Writing*. For details about submitting the form, refer to the directions on the Virginia Assessment Program *School Division Test Security Agreement* in Appendix A.

IMPORTANT REMINDERS FOR SPRING 2022, continued

School Affidavit

- The Spring 2022 *School Affidavits* (Appendix A) must be submitted to the DDOT at the end of each test administration. The School Test Coordinator and school building Principal are required to sign and submit this form certifying if they are aware of any violations of the *School Division Personnel Test Security Agreement* and if all secure paper test materials have been returned to Pearson. Separate School Affidavits must be submitted to the DDOT for the following Spring 2022 test administrations:
 - VAAP 2021–2022
 - *Writing* 2021–2022
 - Spring 2022 *Non-Writing* and Grades 3–8 *Reading* and *Mathematics* 2021–2022 Test Administrations (only one *School Affidavit* is required if the school administered tests in both of these administrations).

School Division Affidavit

- The Spring 2022 *School Division Affidavit* (Appendix A) must be submitted to the Virginia Department of Education Office of Student Assessment at the end of each test administration. The DDOT and division superintendent are required to sign and submit this form certifying if they are aware of any violations of the *School Division Personnel Test Security Agreement* or the *School Division Test Security Agreement*, and if all secure paper test materials have been returned to Pearson. Separate School Division Affidavits must be submitted to VDOE for the following Spring 2022 test administrations:
 - VAAP 2021–2022
 - *Writing* 2021–2022
 - Spring 2022 *Non-Writing* and Grades 3–8 *Reading* and *Mathematics* 2021–2022 Test Administrations (only one *School Division Affidavit* is required if tests were administered in both of these administrations).
- **Struggling EL Students (Reading Tests Only)**
 - Refer to Section 5.4.8 for information regarding ELs who are participating in Grades 3–8 *Reading* SOL tests and who have indicated that they are unable to complete any more items.
- **Students Struggling on the VAAP Test**
 - Refer to Section 5.4.9 for information regarding students who are participating in the VAAP and are having difficulty responding to items or indicate in some manner that they cannot continue.

IMPORTANT REMINDERS FOR SPRING 2022, continued

Term Graduates

- For the Spring 2022 *Writing* and *Non-Writing* Test Administration, students pursuing a Standard or Advanced Studies Diploma who are scheduled to graduate by August 31, 2022, and who need certain verified credits in order to graduate are considered to be Term Graduates.
- Refer to Sections 9 and 10 for details regarding Term Graduate requirements and selecting the correct forms.

Retesters

A student is considered to be a retester if the student:

- has previously taken and passed a course but failed the associated EOC SOL test and is retaking the EOC SOL test to verify the standard credit and requires the verified credit in order to fulfill specific diploma requirements.
- is retaking the SOL test under the expedited retake policy having taken it once during the Spring administration.



NOTE: VAAP students do not take retake tests.

Expedited Retake Testing

The Expedited Retake test is an optional opportunity for the student to retake a failed SOL test during the same administration. Refer to Section 5.7 for the Expedited Retake requirements, coding, and information about assigning forms.

NOTE: VAAP students do not take expedited retake tests.

Icons to Identify Audio and Read-Aloud Tests

- Students who have been assigned either an audio or read-aloud test in PearsonAccess^{next} will have an icon printed on their Student Testing Tickets:
 -  This icon indicates the student should receive an audio test.
 -  This icon indicates the student should receive a read-aloud test.
- These icons will also appear next to the student's individual form assignment on the Students in Sessions screen in PearsonAccess^{next}.
- School Test Coordinators must ensure the Test Examiners receive the most current Student Testing Tickets prior to testing. In order for a test ticket to show the icons correctly, new authorization tickets must be printed if the student's test form is changed from "regular" to "audio" or "audio" to "regular" in a test session.
- These icons will also be used in the testing directions to designate the additional audio or read-aloud test directions that must be read to students using these accommodations.

IMPORTANT REMINDERS FOR SPRING 2022, continued

Additional Orders

- Division Directors of Testing (DDOTs) will be required to order all testing materials for the schools, except for the Spring 2022 *Test Implementation Manual*, using the Orders and Shipment Tracking process within PearsonAccess^{next}. Use the following information to assist you with ordering materials in each of the Test Administrations:
 - **2021–2022 VAAP Test Administration**
 - 2021–2022 VAAP *Test Examiner’s Manual*
 - Test booklets (which includes both the Examiner’s Copy and Student Materials)
 - Secure non-scorable materials return kit
 - **Spring 2022 Writing Test Administration**
 - 2021–2022 *Writing Test Examiner’s Manual*
 - 2021–2022 *Examiner’s Resource Guide for Writing*
 - Paper test booklets and prompts for students with a documented need for a paper test
 - Version 2.0 answer documents for the following paper tests
 - Grade 8 *Writing*
 - EOC *Writing*
 - Secure scorable materials return kit
 - Secure non-scorable materials return kit
 - **Spring 2022 Non-Writing Test Administration**
 - 2021–2022 *Examiner’s Manuals* for:
 - Content Specific History
 - EOC *History/Social Science*, EOC *Mathematics*, EOC *Reading*, and EOC *Science*
 - 2021–2022 *Examiner’s Resource Guide for Non-Writing*
 - Paper test booklets for students with a documented need for a paper test
 - Grade 5 *Science*, Grade 8 *Science*, and Content Specific History
 - EOC *History/Social Science*, EOC *Mathematics*, EOC *Reading*, and EOC *Science*

IMPORTANT REMINDERS FOR SPRING 2022, continued

- Version 2.0 answer documents for the following paper tests:
 - *Virginia Studies, Civics & Economics*
 - *EOC History/Social Science, EOC Mathematics, and EOC Reading*
- Version 1.0 answer documents for the following paper tests:
 - *Grade 5 Science* and *Grade 8 Science*
 - *EOC Science*
- *EOC Mathematics* formula sheets for 2016 SOL and 2009 SOL tests
- Secure scorable materials return kit
- Secure non-scorable materials return kit
- **2021–2022 Grades 3–8 Reading and Mathematics Test Administration**
 - 2021–2022 *Examiner's Manuals* for:
 - Grade 3
 - Grades 4 & 5
 - Grades 6–8
 - 2021–2022 *Examiner's Resource Guide for Non-Writing*
 - Paper test booklets for students with a documented need for paper Grades 3–8 *Reading and Mathematics* tests
 - Version 2.0 answer documents for Grades 3–8 *Reading and Mathematics* tests
 - *Mathematics* formula sheets for Grades 6, 7, and 8.
 - Secure scorable materials return kit
 - Secure non-scorable materials return kit

NOTE: Additional Spring 2022 *Test Implementation Manuals* may be ordered in any of these test administrations.

- For assistance with ordering, refer to the Checklist for Placing Orders located under Testing Resources on the Division Director of Testing Application in the Single Sign-on for Web Systems (SSWS).
- All shipments of secure and non-secure materials will be delivered to the Division Director of Testing (DDOT). The DDOT will be responsible for distributing the secure materials and non-secure materials to each school testing during this administration.
- The DDOT must ensure that all secure materials received are returned to Pearson. Therefore, the DDOT should have a materials accounting procedure in place to account for materials delivered to schools and returned from schools. A sample secure materials transmittal form is available in the *Supplement to the Writing and Non-Writing Test Implementation Manuals*. The DDOT and division Superintendent will be required to affirm

the return of all secure paper test materials to Pearson on the *School Division Affidavit*. Packing lists will be provided.

Answer Documents for Paper Tests

- **Version 1.0 Answer Documents** must be used with all paper SOL *Science* tests.
- **Version 2.0 Answer Documents** must be used with all paper SOL *Writing, Reading, Mathematics, and History/Social Science* tests.
- **VAAP Tests** do not use answer documents. Student responses may be entered into TestNav or onto the paper copy of the test and then transcribed into TestNav.

If you have questions about your school's testing procedures, contact your School Test Coordinator (STC). If you have concerns about the testing procedures being followed in your school and your STC is unable to address them, contact the Division Director of Testing (DDOT) in your school division's central office. If you have concerns that your DDOT cannot address, please contact the Office of Student Assessment at (804) 225-2102 or by email at Student_Assessment@doe.virginia.gov.

Table 1. DDOT Testing Checklist

Activities Before Test Administration	Mode
1. Receive PearsonAccess ^{next} login ID from Pearson (if not already received) and set up password. Supply School Test Coordinators (STCs) and Project Managers with login ID.	Online Paper
2. Order testing materials, including <i>Examiner's Manuals</i> , test booklets, prompts, and applicable ancillary materials.	Online Paper
3. Carefully read this <i>Test Implementation Manual</i> , as well as any directions from the Virginia Department of Education. Read the <i>Supplement to the Writing and Non-Writing Test Implementation Manuals</i> if your division will administer any paper tests.	Online Paper
4. Carefully read the <i>Examiner's Manuals</i> , <i>Supplements to the Examiner's Manuals</i> , and the <i>Addendum to the Supplements</i> to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities. Review manuals' updates with STCs.	Online Paper
5. Ensure the <i>School Division Personnel Test Security Agreement</i> is read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of the Virginia Assessment Program (including but not limited to Examiners, Proctors, Interpreters, and Scribes) MUST read, understand, and agree to adhere to the <i>School Division Personnel Test Security Agreement</i> . This agreement must be completed and signed before access to PearsonAccess ^{next} is granted and before any online or paper test is administered. Refer to the Virginia Assessment Program <i>Spring 2022 School Division Personnel Test Security Agreement</i> in Appendix A for details.	Online Paper
6. Determine with your Project Manager the division's online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) based on the number of students testing.	Online
7. Receive login ID and password for the PearsonAccess ^{next} Training Center if not already received.	Online
8. Train all School Test Coordinators (STCs). Ensure all STCs receive training using PearsonAccess ^{next} .	Online Paper
9. Ensure STCs understand how to create online test sessions, assign appropriate forms (such as audio and read-aloud), move students, unock test components, etc.	Online
10. Ensure STCs understand how to "troubleshoot" common online test issues. The DDOT must understand his/her role in the troubleshooting process.	Online
11. Assist STCs in identifying students who will be tested.	Online Paper
12. Register students for testing via a Student Registration Import (SRI) file or by manually registering them in PearsonAccess ^{next} using the appropriate PearsonAccess ^{next} Test Administration.	Online Paper
13. Ensure that STCs and Examiners understand which test accommodations are available for students with disabilities, English Learners (ELs), and students with temporary conditions participating in SOL <i>Writing</i> and/or <i>Non-Writing</i> tests. Ensure that STCs and Examiners, who administer VAAP tests, understand the Testing Conditions and Accommodations available to students.	Online Paper

Table 1. DDOT Testing Checklist, continued

Activities Before Test Administration	Mode
14. Assign STCs access to “Get Authorizations – Seal Codes” (the ability to print Student Testing Tickets, Proctor Testing Tickets, and Seal Codes). These tickets and seal codes should be printed no more than 96 hours (4 school days) prior to the test session start date and must be stored in a secure location until needed.	Online Paper
15. Verify that designated personnel have the necessary number of copies of the <i>Examiner’s Manual</i> for each test and session being administered. Ensure Examiners who will administer SOL paper tests have the <i>Supplement to the Examiner’s Manual</i> .	Online Paper
16. Verify that each STC or designated staff member has created Test Sessions correctly within PearsonAccess ^{next} and have assigned the correct test and forms.	Online
17. Assist staff with providing test training/preparation activities for students and Examiners.	Online Paper
18. Verify Term Graduate students who are eligible for multiple SOL testing opportunities.	Online Paper
19. Report discrepancies indicated on any <i>Packing List/Transmittal Forms</i> supplied by STCs using the Shipment Confirmation screen in PearsonAccess ^{next} under <i>Test Setup and Orders & Shipment Tracking</i> .	Paper
20. Use locally developed tracking forms to verify secure testing materials are received from Pearson, distributed to schools, and received from STCs.	Paper
21. Distribute secure SOL and VAAP test booklets to each STC no more than 96 hours (4 school days) prior to the date the school is to begin testing.	Paper
22. Ensure that online test sessions have been prepared and proctor cached according to the Virginia Assessment Program Schedules in the front of this manual.	Online

Activities During Test Administration	Mode
1. Be available during your schools’ testing sessions to answer questions and resolve problems, or to contact VDOE for “troubleshooting” certain problems.	Online Paper
2. Assist STCs in identifying and resolving testing irregularities.	Online Paper
3. Ensure that STCs are prepared and have correct materials in sufficient supply to administer make-up sessions.	Online Paper
4. Confirm the method Examiners will use to verify students’ attendance the day of testing. If desired, print the student list for each test session.	Online Paper
5. If necessary, start and stop test sessions. NOTE: Test sessions must only be started on the day of testing. All sessions must be stopped when all students are either in <i>Completed</i> or <i>Marked Complete</i> status. Students in started sessions who are in a status other than <i>Completed</i> or <i>Marked Complete</i> must be locked or moved to a not-started session at the end of the day.	Online
6. Determine students who are eligible for make-up tests, expedited retake tests, and additional opportunities for Term Graduates.	Online Paper

Table 1. DDOT Testing Checklist, continued

Activities After Test Administration	Mode
1. Remove the PearsonAccess ^{next} “Get Authorizations – Seal Codes” role from all STCs.	Online
2. Purge all test forms from the Proctor Caching server.	Online
3. If applicable, finalize student demographics and test-specific information from the administration. Be sure that the Retest flag is selected on the Test Assignment screen for every student who was retaking the test for verified credit.	Online Paper
4. Verify receipt of all test materials from all STCs.	Online Paper
5. Receive and verify all scorable SOL answer documents.	Paper
6. Pack and ship all scorable answer documents to Pearson no later than the last day of the division's testing window. NOTE: VAAP tests do not use scorable answer documents.	Paper
7. Receive, pack, and ship all secure, non-scorable SOL and VAAP test booklets, including all Special Test Forms Kits to Pearson, by the deadlines posted in the Test Administration schedules in the front of this manual.	Paper
8. The DDOT must report missing secure materials that have not been returned from schools using the Testing Irregularities Web Application System (TIWAS) in the Single Sign-on for Web Systems (SSWS). This does not include missing materials, due to a packing error, which have been reported previously to Pearson.	Paper
9. Verify receipt of all required forms/documentation from all STCs.	Online Paper
10. Return a signed <i>School Division Affidavit</i> (Appendix A) to the Virginia Department of Education by the date specified in the Test Administration Schedules at the front of this manual.	Online Paper
11. Review final disposition of all test materials: scorable answer documents, secure test booklets, forms and documentation, and other non-scorable materials.	Online Paper
12. Ensure the scores of out-of-division students have been moved to their home division schools by VDOE, if applicable.	Online Paper
13. Prior to requesting Authorization to Report (ATR), ensure data have been thoroughly reviewed and are correct, all all alerts have been resolved, and short-paper images (<i>Writing Test Administration</i> only) have been saved and archived locally.	Online Paper

Table 2. STC Testing Checklist

Activities Before Test Administration	Mode
1. Carefully read this <i>Test Implementation Manual</i> as well as any local directions you have been given. Resolve any questions you might have with your DDOT. Read the <i>Supplement to the Writing and Non-Writing Test Implementation Manuals</i> if your school will administer any paper tests.	Online Paper
2. Carefully read the <i>Examiner's Manuals</i> , and when applicable the <i>Supplements to the Examiner's Manuals</i> , and the Addendum to the Supplements to become familiar with the Examiner's/Proctor's testing information, guidance, procedures, and responsibilities.	Online Paper
3. Train Examiners/Proctors. Review <i>Examiner's Manual</i> updates with Examiners/Proctors.	Online Paper
4. Assist teachers and Examiners in identifying students who will be tested.	Online Paper
5. For the SOL <i>Writing</i> tests, inform Examiners of the order of the test components and if they are to read the short-paper prompt to all students or just those who request it.	Online Paper
6. Ensure that suitable testing sites are available, including an alternate site for students who do not finish by the allotted test administration time.	Online Paper
7. Schedule all test sessions in your school. Remember to schedule Term Graduates and students who are retaking an EOC <i>Writing</i> or <i>Non-Writing</i> test to earn verified credits.	Online Paper
8. Select Examiners, determine the size of each testing group, and determine whether use of Proctors will be necessary.	Online Paper
9. Collect a signed <i>School Division Personnel Test Security Agreement</i> from all individuals who may be exposed to secure test items and those involved in the administration of VAAP and SOL assessments (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes).	Online Paper
10. Receive non-secure materials and verify quantities with the DDOT.	Online Paper
11. Review completion of SOL answer document fields.	Paper
12. Ensure that teachers and Examiners understand which test accommodations are and are not available for students with disabilities, ELs, and students with documented temporary conditions participating in SOL <i>Writing</i> and/or <i>Non-Writing</i> tests. Ensure that STCs and Examiners, who administer VAAP tests, understand the Testing Conditions and Accommodations available to students.	Online Paper
13. Receive secure materials from your DDOT. Report discrepancies to the DDOT.	Paper
14. Create, prepare, and proctor cache online test sessions in PearsonAccess ^{next} according to the dates on the Virginia Assessment Program Schedule in the front of this manual.	Online

Table 2. STC Testing Checklist, continued

Activities Before Test Administration	Mode
15. Be prepared to print the Student Testing Tickets for each test session. Print Proctor Testing Tickets and Seal Codes for appropriate tests. All tickets and seal codes should be printed no more than 96 hours (4 school days) prior to the test session start date and must be stored in a secure location until needed.	Online
16. Assist, as necessary, teachers/Examiners and students to access the SOL and VAAP test training resources.	Online Paper

Activities During Test Administration	Mode
1. Start online test sessions on the day of testing.	Online
2. Before each testing session, ensure that all Examiners have appropriate materials for testing. Refer to the applicable <i>Examiner's Manual</i> for this information. Ensure Examiners who will administer paper SOL tests have the <i>Supplement to the Examiner's Manual</i> . Account for the distribution of all secure test material (testing tickets, test booklets etc.) using the <i>Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors</i> . Account for VAAP Student resources by using the <i>VAAP Transmittal Form and Affidavit for Student Testing Resources</i> .	Online Paper
3. On each day of testing, check out secure test materials to Examiners.	Online Paper
4. Monitor all testing sessions. Be available to contact the DDOT for certain "troubleshooting" situations.	Online Paper
5. Assist Examiners in identifying and submitting testing irregularities.	Online Paper
6. Collect all secure and non-secure testing materials at the end of each testing session.	Online Paper
7. Verify students who are eligible for make-up tests.	Online Paper
8. Stop the test session when all students are either in <i>Completed</i> or <i>Marked Complete</i> status. For <i>Writing</i> tests, both components must be completed prior to stopping the session. Students in started sessions who are in a status other than <i>Completed</i> or <i>Marked Complete</i> must be locked or moved to a not-started session at the end of the day.	Online
9. Stop online test sessions at the end of each testing day.	Online
10. For SOL <i>Writing</i> and <i>Non-Writing</i> tests, stop all started read-aloud test sessions at the end of each day after moving all student tests that are in a status other than <i>Completed</i> or <i>Marked Complete</i> to a not-started make-up or irregularity session.	Online

Table 2. STC Testing Checklist, continued

Activities After Test Administration	Mode
1. Ensure that make-up, expedited retake, and additional Term Graduate test sessions are properly administered.	Online Paper
2. Account for all students who were required to take an SOL test but did not test.	Online Paper
3. Verify scorable materials received from Examiners.	Paper
4. As testing sessions are completed, verify receipt of all test materials from all Examiners using the appropriate <i>Transmittal Form and Affidavit</i> . Immediately inform DDOT of any missing secure test materials (test tickets, student test booklets, Examiners' copies of tests, audios, large-print/braille forms). Ensure all Examiners/Proctors have signed the Examiner/Proctor affidavit on the <i>Transmittal and Affidavit</i> form.	Online Paper
5. Ensure that students' answer documents are correctly coded. NOTE: <i>Testing Status</i> and <i>Special Test Accommodations</i> should be coded in PearsonAccess ^{next} instead of on the answer document.	Paper
6. Ensure all accommodations provided to students have been coded and appear in PearsonAccess ^{next} .	Online Paper
7. Assemble and deliver all scorable SOL test materials to your DDOT, bundled with completed <i>Header Sheets</i> and secured with paper bands. Return the VAAP student paper copy and the Examiner's Copy of the test to the DDOT.	Paper
8. Assemble and deliver all secure non-scorable test materials to your DDOT.	Online Paper
9. Dispose of all other test materials according to local directions.	Online Paper
10. Prepare and transmit local forms, affidavits, and test security agreements as directed by your DDOT.	Online Paper
11. Return the signed <i>School Affidavit</i> (Appendix A) to the DDOT for each test administration the school participated in.	Online Paper

Table 3. Required Technology

Prior to reviewing the Technology checklist below, school divisions should ensure that the school networks and equipment being used for online testing meet the minimum requirements as outlined in the *TestNav 8 System Requirements* located at:

<https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements>

The TN8 Infrastructure Test in the PearsonAccess^{next} Training Center is available for school divisions to use for testing the performance of school networks and equipment.

The TestNav 8 App Check that is incorporated in the TestNav 8 application should be used to check individual testing devices.

Technology staff responsible for online testing must review *TestNav 8 Online Support* located at:

<https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support>

This resource addresses important technology topics that are needed before and during the administration of online tests.

Technology
Verify that the performance of your Internet connection across all schools conducting online testing is consistent with expected levels of performance.
Alert your Internet Service Provider to your online testing window and confirm that no scheduled maintenance or outages are planned during that entire window.
Verify, as needed, that any high bandwidth network activity will be managed during the testing window such that it does not disrupt online testing.
Verify that the computers used to access the various administrative services and functions within PearsonAccess ^{next} have the recommended hardware and software. For specific information, refer to <i>PearsonAccess^{next} Hardware and Software Guidelines for Virginia</i> and the PearsonAccess ^{next} system requirements located at: https://support.assessment.pearson.com/display/PAsup/System+Requirements .
Verify that the testing devices and networks used for delivering online tests meet the recommended hardware and network requirements for delivering online tests to students. For specific information, refer to the <i>TestNav 8 System Requirements</i> located at: https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements and the <i>Kiosk Mode Test Setup</i> located at: https://support.assessment.pearson.com/display/TN/Set+up+and+Use+TestNav .
Online testing will be conducted with Pearson's TestNav 8 application. The application must be installed and configured on all testing devices prior to the start of the online testing window, and the DDOT, STCs, Examiners/Proctors, and students should become familiar with the features of TestNav 8 before online testing begins.
Verify connectivity among the following: devices to be used for testing, any intermediate network devices (i.e., proxy servers, caching servers, Internet content filters, firewalls, etc.) and the PearsonAccess ^{next} websites (protocols: http and https, ports: 80 and 443). In the PearsonAccess ^{next} Training Center, create one or more sample students for the TN8 Infrastructure Test and add them to a test session. Generate a test ticket for each sample student (via the "Resources" dropdown on the Students in Sessions screen). To verify connectivity for online testing, open the TestNav 8 application and log in to the TN8 Infrastructure Test using the test ticket to view test items. NOTE: the TN8 Infrastructure Test contains a wide variety of test items and is not intended for use with students.

Table 3. Required Technology, continued

Technology
Verify that any applications that take over the computer causing TestNav to close (such as screen savers, scheduled virus scans, email with auto message notification, power management software on laptops, etc.) have been disabled on the devices being used for online testing. If in doubt about an application's effect on TestNav, test that application prior to online testing using the TN8 Infrastructure Test.
If utilizing wireless network connections for online testing, ensure that all computers can effectively communicate with their access point from the same location(s) where they will be used for testing.
If using devices powered only by battery, ensure all batteries have been tested and completely charged. Verify that a plan has been developed for recharging batteries throughout the online testing window. (Low batteries can cause devices to drop their network connections.)

1. USE OF THIS MANUAL FOR SPRING 2022

The *Test Implementation Manual* describes procedures that the Division Director of Testing (DDOT) and School Test Coordinator (STC) should follow before, during, and after administration of the Spring 2022 Virginia Assessment Program (VAP) tests. Most of the sections of this *Test Implementation Manual* apply to the following test administrations within PearsonAccess^{next}: 2021–2022 Virginia Alternate Assessment Program (VAAP), *Writing* 2021–2022 test administration, Spring 2022 *Non-Writing* test administration, and the Grades 3–8 *Reading* and *Mathematics* 2021–2022 test administrations.

This manual includes the following information:

- Test administration schedules
- School division responsibilities for testing
- Procedures for the online administration of Web-based assessments in the available subject areas
- DDOT/STC responsibilities before, during, and after each testing session
- Specific information for each Spring 2022 test administration

Refer to the following sections in this manual for specific administration information:

Section 8: Virginia Alternate Assessment Program (VAAP) 2021–2022 Test Administration, Spring 2022;

Section 9: SOL *Writing* 2021–2022 Test Administration, Spring 2022; and

Section 10: SOL *Non-Writing* and Grades 3–8 *Reading* and *Mathematics* 2021–2022 Test Administrations, Spring 2022.

You should be familiar not only with this manual but also with the following documents, located on the VDOE website at:

www.doe.virginia.gov/testing/test_administration/index.shtml

Supplement to the Writing and Non-Writing Test Implementation Manuals—provides the information the DDOT/STC must use for the management of paper testing.

VAAP, *Writing*, and *Non-Writing* Examiner's Manuals—provides the information Examiners/Proctors need to administer the assessments.

Supplements to the *Writing* and *Non-Writing* Examiner's Manuals—provides the information Examiners/Proctors need to administer paper SOL assessments.

Examiner's Resource Guides for the *Writing* and *Non-Writing* Test Administrations—contains additional information the Examiner/Proctor may need for the administration of SOL *Writing* and *Non-Writing* assessments (such as information regarding calculators, navigating in TestNav, special testing accommodations, health management devices, hearing aids, testing condition adjustments available for all students, test irregularity form).

You can find documents on the PearsonAccess^{next} website that cover topics on training, technology, testing schedules, student registration import, reports, extracts, and authorization to report:

<https://va.pearsonaccessnext.com>

Additional assistance with PearsonAccess^{next} system basics, session set up, Pearson testing processes, and reporting can be accessed the online support page at:

<https://support.assessment.pearson.com/x/BYDy>

2. SPRING 2022 TEST ADMINISTRATION SCHEDULES

Refer to the front of the manual for the separate administration schedules for the following Spring 2022 test administrations: VAAP 2021–2022, *Writing* 2021–2022, Spring 2022 *Non-Writing*, and Grades 3–8 *Reading/Mathematics* 2021–2022. Each school division is to administer the Virginia Assessment Program Tests within their own established “testing windows” within the larger window established by the Virginia Department of Education. The DDOT, Project Manager, and STC must work together to establish the division’s online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) and dates and times for paper testing in the schools. Ensure that all Test Examiners are advised of their school’s specific test dates and times.

Each school’s test schedule must allow opportunities for make-up sessions to be held prior to the close of the division’s testing window. STCs are responsible for arranging make-up administrations for all students who require them and who will be in attendance during the testing window. Make sure that this is done in all schools. Testing dates, including make-up sessions, must allow for all scorable answer documents to be returned to the DDOT in time to ship answer documents to the Cedar Rapids scoring center by the end of your division’s testing window.

The DDOT and STC checklists for major testing activities are presented in Tables 1 and 2. You may use the activities outlined in these checklists to help determine your division’s specific testing activity dates.

3. SCHOOL DIVISION RESPONSIBILITIES FOR VAP TESTING

Many school division personnel are responsible for the administration of the Virginia Assessment Program (VAP) tests. These include:

- Division Director of Testing (DDOT)
- Project Manager (PM)
- School Test Coordinator (STC)
- Test Examiner (Examiner)
- Test Proctor (Proctor)

A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson. The DDOT has divisionwide responsibility for maintaining the security of test materials, implementation of test procedures, and providing appropriate training for STCs and school administrators. DDOTs are to take particular care in reading all test administration materials. Additionally, DDOTs are to inform key instructional leaders, such as directors of instruction and directors of special education and Title I and Title III coordinators, of testing policies, guidelines, and procedures. The DDOT determines who is responsible for overseeing VAAP testing at each school. Any questions the DDOT has regarding the Virginia Assessment Program are to be directed to the student assessment staff of the Virginia Department of Education.

Project Manager

Each division has designated a Project Manager (PM). The PM is responsible for the divisionwide technology infrastructure needed to conduct online testing and manage secure assessment data. The PM is to take particular care in reviewing the *TestNav 8 Online Support* resource at <https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support> and disseminating this information as needed. The PM and DDOT must collaborate to ensure the technology infrastructure and hardware are adequate and properly prepared in the time frame needed for administering online tests as scheduled in the school division. Any questions the PM has regarding technology are to be directed to the Pearson Support Center. Any questions regarding the administration of the Virginia Assessment Program tests are to be directed to the DDOT.

School Test Coordinator

Each school has designated a School Test Coordinator (STC). The STC serves as the point of contact between the school and the DDOT. The STC has schoolwide responsibility for maintaining the security of test materials, implementing test procedures, and providing appropriate training for Examiners, Proctors, and other school personnel involved in the test administration. STCs are to take particular care in reading all test administration materials, and are to inform all school staff of testing policies, guidelines, and procedures. Any questions the STC has regarding the Virginia Assessment Program tests are to be directed to the DDOT.

Test Examiner

The Test Examiner (Examiner) is responsible for administering the test(s) according to the procedures outlined in the *Examiner's Manual* and for maintaining the security of test materials. Any questions the Examiners have regarding the Virginia Assessment Program tests are to be directed to the STC.

Test Proctor

The Test Proctor (Proctor) works with the Examiner in administering the test(s) and assists in maintaining an appropriate testing environment. A Proctor is also an observer who may be called upon to verify that students did not receive help on the test, that the test was administered according to the procedures in the *Examiner's Manual*, and according to the *School Division Personnel Test Security Agreement*. Any questions the Proctor has regarding the Virginia Assessment Program tests are to be directed to the STC.

4. SPECIFIC DUTIES OF THE DDOT/STC: BEFORE TESTING

Before testing, review the *Test Implementation Manual*, *Examiner's Manuals*, the *TestNav 8 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia*, and the *Student Registration Import File Requirements* so that you are familiar with the responsibilities of all testing personnel.

4.1 Train School Test Coordinators

- DDOT**
- ☒ Provide appropriate training to the division's STCs and school administrators based on information in the manuals and in other pertinent sources.
 - ☒ Address the training topics listed below.
- STC**
- ☒ Attend the training that the DDOT will provide in regard to the school division's administration of VAP tests.

TRAINING TOPICS FOR SCHOOL TEST COORDINATORS
Identifying responsibilities of STCs, Examiners/Proctors, and other appropriate personnel responsible for the administration of the VAP tests
Identifying responsibilities of school administration during testing and training all school personnel in the requirements for Test Security; training for school personnel who are not directly involved in test administration should include reminders that access to the secure test room is prohibited and the content of unreleased test items is not to be discussed with students or with other school staff; providing training for all school staff on how to report potential test security concerns
Maintaining an appropriate "school climate" during the testing schedule (such as appropriate student and staff behavior, avoiding distracting instances such as planned fire drills, reviewing division guidelines on cell phones, texting, and other electronics, etc.)
Training of Examiners and Proctors, and preparing the entire school staff for the test administrations; ensuring that school staff are prepared to discuss with students the policies regarding cell phones, electronic devices, and other unauthorized materials during testing, and the consequences of cheating on a VAP test
Reviewing security requirements, including use of the <i>School Division Personnel Test Security Agreement</i> ; reviewing local policies to ensure students have no access to cell phones or other electronic devices during testing
Preparing students for online testing with Practice Items and Guides, Practice Tools, Training Center Tests, and Released Tests as applicable
Reviewing guidelines for participation of ELs and students with disabilities
Arranging for testing site and alternate test locations; establishing an appropriate test setting
Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests
Creating test sessions, assigning forms, knowing how to distinguish audio forms; adding and moving students; removing students from test sessions
Ensuring audio forms are successfully assigned and read-aloud sessions are correctly created for SOL tests; VAAP tests, with the exception of braille, will automatically have the text-to-speech tool available
Preparing and proctor caching online test sessions according to the dates specified in the testing schedule at the front of this manual

TRAINING TOPICS FOR SCHOOL TEST COORDINATORS
Assign STCs access to “Get Authorizations – Seal Codes” (the ability to print Student Testing Tickets, Proctor Testing Tickets, and Seal Codes)
Starting test sessions only on the day of testing and for non-multiple day test sessions stopping test sessions at the end of the day
Administering tests under standardized conditions using the <i>Examiner’s Manuals</i> (for paper SOL tests, Examiners/Proctors must use the <i>Supplement to the Examiner’s Manual</i>)
For <i>Writing</i> tests, determining if the short-paper component prompt will be read to all students or only to students who request it
Understanding how to navigate in TestNav and the purpose of the various test screens
Understanding the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered, and what level and kinds of assistance may be given
Establishing procedures for monitoring students and ensuring test security when a break is requested
Handling emergencies
Troubleshooting procedures
Resuming exited students
Understanding Early Warning System procedures
Reporting problems/errors on test forms
Identifying and reporting testing irregularities
During the Standards of Learning (SOL) Grades 3–8 <i>Reading</i> tests, identifying struggling ELs and discontinuing testing following the guidelines in the <i>Examiner’s Manuals</i> ; During the VAAP tests, identifying struggling students and discontinuing testing according to guidelines in the manuals
During testing, implementing the appropriate directions between the non-calculator and calculator portions of the appropriate SOL <i>Mathematics</i> tests as described in the <i>Examiner’s Manual</i>
During testing, moving students and testing materials to an alternate location
Marking tests complete guidelines
Scheduling test sessions, make up sessions
Retaining and disposing test materials according to division guidelines
After testing, adding test-specific data in PearsonAccess ^{next} , such as testing accommodations and testing status codes
Removing online authorizations from users at the appropriate times

TRAINING TOPICS FOR STCs SPECIFICALLY REGARDING PAPER TESTS
Receiving and verifying non-secure and secure testing materials
Hand-coding demographic information on SOL answer documents
Ensuring correct test booklets/prompts are issued to students paying special attention to previous standards and current standards tests
Verifying hand-coded student demographic information on SOL paper answer documents. Ensuring the test booklet form number on the answer document matches the test booklet used. NOTE: <i>Testing Status</i> and <i>Special Test Accommodations</i> should be coded in PearsonAccess ^{next} instead of the answer document.
Using the <i>Supplement to the Examiner's Manual</i> to administer paper SOL tests
After testing, preparing the <i>Header Sheets, paper bands, and SOL</i> answer documents
After testing, verifying, organizing, packing, and returning scorable and non-scorable materials
Returning all test materials to the DDOT in accordance with deadlines
Refer to the <i>Supplement to the Writing and Non-Writing Test Implementation Manuals</i> for details regarding these topics.

4.2 Train Examiners/Proctors

- STC**
- ☒ Provide appropriate training to the school's Examiners and Proctors based on information in the testing manuals, local directions received from your DDOT, and other pertinent sources. Prepare the entire school staff for the test administration.
 - ☒ Address training topics listed in the following charts.

TRAINING TOPICS FOR EXAMINERS/PROCTORS
Identifying responsibilities of Examiners and Proctors
Thoroughly reviewing the security requirements of the <i>School Division Personnel Test Security Agreement</i> and the Virginia General Assembly Legislation on test security; reviewing local policies to ensure students have no access to cell phones or other electronic devices during testing
Reviewing with all school staff, who are not directly involved in test administration, access to the secure test room is prohibited and the content of unreleased test items is not to be discussed with students or with other school staff; reviewing with all school staff the process of how to report potential test security concerns
Preparing students for testing, using Practice Items, Training Center tests, Released Tests (if applicable), etc.
Providing guidance for the teacher/Examiner discussion with students regarding cell phones, electronic devices, and other unauthorized materials, and the consequences of cheating on the test
Reviewing the testing schedule
Preparing the test site
Using classroom Proctors and/or Interpreters (if necessary)
Understanding what testing materials/manipulatives are available online and what hand-held manipulatives are permitted for online and/or paper tests

TRAINING TOPICS FOR EXAMINERS/PROCTORS
Becoming familiar with the various functions of online testing, navigating in TestNav, and the purpose of the various screens by practicing with the TestNav 8 application by using Practice Items and Guides and the Training Center Practice Tests
Administering VAAP and SOL testing under standardized conditions using the <i>Examiner's Manuals</i> and Supplements assigned for those tests
Ensuring students receive the correct Student Testing Ticket
Ensuring eligible students taking SOL tests receive authorized testing accommodations (refer to Appendix B)
Ensure VAAP students receive appropriate Test Conditions and eligible VAAP students receive appropriate Test Accommodations (refer to Section 8)
Reviewing the monitoring duties of the Examiner and Proctor during testing, how student questions may be answered and what level and kinds of assistance may be given
Reviewing procedures if the Early Warning System appears on a student's test
Reviewing the process of permitting student-requested breaks
Identifying and reporting testing irregularities
Handling emergencies
Notifying STC of student reported errors on test items
During SOL Grades 3–8 <i>Reading</i> tests, identifying struggling ELs and discontinuing testing following the guidelines in the <i>Examiners' Manuals</i>
During the VAAP tests, identifying struggling students and discontinuing testing according to guidelines in the <i>Examiner Manual</i>
Reviewing the troubleshooting process
During testing, moving students and testing materials to an alternate location
Reviewing the process of notifying the STC of students not tested or requiring make-up sessions
Reviewing the process of returning testing material

TRAINING TOPICS FOR EXAMINERS/PROCTORS SPECIFICALLY REGARDING PAPER TESTS
Hand-coding demographic information on SOL answer documents
Completing the <i>Assembly ID Sheets</i> to verify and document the number of test booklets/prompts contained in packages before distributing to students
Using the <i>Supplement to the Examiner's Manual</i> to administer paper SOL tests
Coding Field F, <i>Form Number</i> , Field G, <i>Prompt Number</i> (if applicable) on the paper SOL answer documents
Organizing scorable and non-scorable test materials for return to the STC
Returning all test materials to the STC
Refer to the <i>Supplement to the Examiner's Manual</i> for details regarding these topics.



IMPORTANT: *Examiners should review the Examiner's Manual before the day of testing. If paper SOL tests will be administered, the Supplement to the Examiner's Manual should also be reviewed before the day of testing. Remember to include interpreters, itinerant teachers, and/or homebound teachers in your training if they will be administering tests to students.*

STC

- ☑ If the *Examiner's Manuals* are used for training, it may be necessary to collect them after training and then redistribute them on the day of testing to ensure that all Examiners have a copy for test administration.
- ☑ If paper SOL tests will be administered, ensure the *Supplement to the Examiner's Manual* is provided and reviewed as well.

DDOT

- ☑ All test manuals may be viewed and downloaded from the Virginia Department of Education website at:

www.doe.virginia.gov/testing/test_administration/index.shtml

4.3 Online User Roles

DDOT

- ☑ The various user roles available in PearsonAccess^{next} consist of specific permissions that allow the user to have a limited range of access while in PearsonAccess^{next}. The various user roles are outlined in the *User Role and Permissions* matrix on the *Support* page within PearsonAccess^{next}. The DDOT assigns the user roles.
- ☑ The DDOT assigns the user role “Get Authorizations – Seal Codes” to STCs before testing begins to permit STCs to print Student Testing Tickets and Proctor Testing Tickets (print tickets no earlier than 4 school days prior to the date of testing). As soon as testing has been completed, the “Get Authorizations – Seal Codes” role must be removed.

4.4 Test Preparation Training

4.4.1 Resources for test preparation

Students should be familiar with their test's tools and materials and with the online test format before testing for the first time. The resources listed in the following chart are available for students, teachers, and Examiners to practice various functions of testing and to experience sample test items that are representative of the content and skills assessed on VAP tests. Students taking the Growth Assessments should have an opportunity for practice with the Training Center *Reading* and *Mathematics* tests.

Table 4. Resources Available for Test Preparation

NOTE: Some resource information may change. The DDOT will be notified regarding the updates and will inform division staff.

Resource	Location	Purpose
Training Center Test	Access to a training center test is via a Student Testing Ticket created in the Training Center.	<p>The following Training Center tests are available:</p> <ul style="list-style-type: none">• Gr 8 <i>Writing</i>• EOC <i>Writing</i> (2010)• Elementary School <i>Mathematics</i> CAT Training Test• Middle School <i>Mathematics</i> CAT Training Test• Elementary School <i>Reading</i> CAT Training Test• Middle School <i>Reading</i> CAT Training Test <p>Training Center Tests are available for student practice with:</p> <ul style="list-style-type: none">• signing in using a Student Testing Ticket;• selecting answer choices;• using the online tools;• practicing the seal code procedure;• practicing the procedures for exiting and submitting a test; and• practicing with the CAT format and seal code procedure. <p>The Training Center test should not be used to review test content.</p> <p>Consult your STC for access to a Training Center test.</p> <p>NOTE: The Training Center Infrastructure Test should not be used with students.</p>

Table 4. Resources Available for Test Preparation, continued

Resource	Location	Purpose
Desmos Virginia Four Function Calculator Desmos Virginia Scientific Calculator Desmos Virginia Graphing Calculator	Located within the PearsonAccess ^{next} Training Center. Access to these calculators is via a Student Testing Ticket created in the Training Center.	The Desmos Virginia Calculator may be used by students: <ul style="list-style-type: none"> • who have a documented need for a paper Grades 4–8 or EOC <i>Mathematics</i> test; or • who are eligible to receive the calculator accommodation on the Grades 3–7 <i>Mathematics</i> test. Refer to Appendix B for accommodation criteria details.
Introduction to TestNav 8	www.doe.virginia.gov/testing/sol/practice_items/testnav8.shtml	The <i>Introduction to TestNav 8</i> is intended to be used with the Practice Item Sets. The <i>Introduction to TestNav 8</i> provides information on: <ul style="list-style-type: none"> • navigating through the practice item sets; • answering TEI and multiple-choice items; • using the online tools; and • using the accessibility features available in TestNav 8.
Practice Item Sets	Access the TestNav 8 application. The practice item sets are available on the Practice Items link below the <i>Sign In</i> button. Use the Guided Practice Suggestions with these Practice Item Sets.	The Practice Item Sets provide: <ul style="list-style-type: none"> • examples that are representative of content included in the SOL and VAAP tests; • opportunities for VAAP students and teachers to become familiar with the VAAP test format and supports; • examples of TEI and opportunities to experience TEI functionality; • opportunities to practice with the online tools and features that are available during online testing; • practice with items in audio format; and • opportunities to navigate through and interact with the online testing software.

Table 4. Resources Available for Test Preparation, continued

Resource	Location	Purpose
Guided Practice Suggestions	www.doe.virginia.gov/testing/sol/practice_items/testnav8.shtml	The <i>Guided Practice Suggestions</i> documents provide specific item information (item type and answer) for each question in the practice item sets and provide specific information for teachers as they guide students through the practice items. Following the suggestions in these guides will ensure that students are exposed to the different tools within TestNav 8, the different functionality features of TEI, and common messages that may appear as students complete their tests.
List of Available Writing Prompts	www.doe.virginia.gov/testing/sol/standards_docs/english/2010/online_writing/index.shtml	Provides the opportunity for students to practice writing short papers using the <i>Writing</i> prompts.
Released Tests	www.doe.virginia.gov/testing/sol/released_tests/index.shtml	Released tests are provided to assist in understanding the format of the tests and questions. The answers to the questions for each test and test item set can be found in the back of each PDF document.
Large-Print and Braille Released Tests	PearsonAccess ^{next} Orders.	The DDOT may place an Additional Order for large-print and braille released tests.

4.4.2 Pre-testing discussion regarding cell phones, electronic devices, and other unauthorized materials during testing

Prior to testing, school staff should discuss with students the consequences of having access to cell phones, electronic devices, or other unauthorized materials during testing. The DDOT should provide guidance to the STC regarding the division policy on cell phones and other electronic devices. The following information should be discussed with students:

Cell phones and other electronic devices: While in the testing room, students may not have access to cell phones or other electronic devices that can transmit, receive, photograph, or record information while any students are testing. Students who refuse to remove their cell phones or other electronic devices from their work area (such as from pockets, desktops, purses and backpacks stored within reach, etc.), will not be permitted to test until the device is secured (as local policy permits). After testing, students should not be allowed to go online and access the Internet or other applications as it may disrupt those still taking tests. Review the school division policy regarding cell phones and other electronic devices with the students.

Unauthorized materials: During testing, students should have access only to those materials permitted for the test they are taking. More information about the materials permitted for testing may be found in Section 4.16 of this manual. Students may not access any other unauthorized materials during testing. Such materials include, but are not limited to, formula cards, class notes, course-content review materials, test-taking strategy reminders, notes, textbooks and other curriculum materials, “cheat sheets,” unauthorized calculators,

unauthorized formula sheets, extra highlighters, non-school issued scratch paper, fidget items, toys, reading material, etc.

4.4.3 Pre-testing discussion regarding cheating

Prior to testing, school staff should discuss with students the consequences of cheating. Specifically, students should be informed that if they are found to be cheating, they will receive a score of zero on the test. Students who are taking an end-of-course test in an attempt to earn a verified credit should also be notified that they will not be permitted to attempt the test again until the next test administration. In addition to these consequences, students should be informed of any local repercussions for cheating. The DDOT should provide guidance to the STC on the school division's policy regarding what actions and behaviors are considered cheating.

4.5 Document the Need for Paper Assessment

All students will be required to take the online version of the SOL tests with the exception of students who meet one of the criteria listed below:

- Students who attend school in a location where a secure network connection or the required technology is not available to access an online test, such as special situation schools, homebound, residential facilities, hospitals, night schools, or Governor Schools.
- The student requires an accommodation specified in his/her Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, braille, and some instances of multiple test sessions).
- Students with a documented medical condition, such as a seizure disorder where exposure to the testing device will aggravate the student's condition.

Students who meet these criteria may be administered a paper test.

Additionally, students with disabilities who require other accommodations that necessitate a paper test or those with medical conditions that render them unable to take an online test may be considered for a paper test.

The need for paper tests for these students must be documented using the *Documentation of Need for Paper Assessment* form (Appendix C). Please remember that the use of paper tests for students with disabilities and students with medical conditions is intended only to provide access to the assessments. Use of paper tests may not be allowed for the purpose of improving performance. See the following for additional information about the requirements associated with the *Documentation of Need for Paper Assessment* form:

Students with Disabilities:

- Please note that the *Documentation of Need for Paper Assessment* form is not required for students with disabilities who need large print, braille, and some instances of multiple test sessions.
- The student's IEP Team or 504 Committee must determine eligibility based on providing access to test content by completing sections I, II, and IIIA of the *Documentation of Need for Paper Assessment* form.
- The IEP Team/504 Committee must document the decision on the student's IEP or 504 Plan. A copy of the completed and signed *Documentation of Need for Paper Assessment* must be maintained in the student's educational record and in the Office of the Division Director of Testing.

- The *Documentation of Need for Paper Assessment* must be reviewed annually by the student IEP Team or 504 Committee.

Students with Medical Conditions:

- A team composed of the Division Director of Testing, building principal, course content teacher, parent, and other appropriate school staff must determine eligibility based on providing access to test content by completing sections I, II, and IIIB of the *Documentation of Need for Paper Assessment* form.
- A letter from the student's physician or other health professional documenting the medical condition must be attached to the completed form as supporting documentation.
- A copy of the completed and signed *Documentation of Need for Paper Assessment* form must be maintained in the student's educational record and in the Office of the Division Director of Testing.
- The *Documentation of Need for Paper Assessment* must be reviewed annually by the student's team referenced previously.

The use of paper assessments will be carefully monitored and all *Documentation of Need for Paper Assessment* forms will be subject to audit by the Office of Student Assessment. Students who may need paper assessments for reasons other than those listed must obtain prior approval from the Virginia Department of Education.

If you have questions, please contact the student assessment staff by phone at (804) 225-2102 or by email at **Student_Assessment@doe.virginia.gov**.

NOTE: Any student participating in the VAAP *Reading*, *Mathematics*, and *Science* tests may be issued the corresponding paper test, which is available as an Additional Order in PearsonAccess^{next}. A documented need for a paper test is not required. The student's paper copy may be enlarged for students who require large-print format.

4.6 Register Students for Testing

Students should be registered for testing as directed by the DDOT either via a Student Registration Import (SRI) file or by hand-entering data within PearsonAccess^{next}.

- DDOT** ☒ For further instructions and details on how to submit a Student Registration Import file, refer to the *Student Registration Import File Requirements* documents located online within PearsonAccess^{next} at:

<https://va.pearsonaccessnext.com>

- STC** ☒ Inform the DDOT if you have any new students.

4.7 Determine Where Tests Will Be Administered

- STC** ☒ Make arrangements for appropriate physical conditions for testing. Testing rooms/labs should be quiet, well lighted, set to an appropriate temperature, and well ventilated. Each student's workspace should be clear of books and other materials not needed for the test and large enough to accommodate testing materials. Crowding should be minimized and seating arranged to discourage students from copying or viewing one another's work. Students must not have access to cell phones or any other device that is capable of providing an unfair advantage, be distracting to others, or items not authorized for testing. Students who are not taking the Growth or SOL test are not permitted in the testing room/lab during the test session.

- ☑ **NOTE:** Examiners administering the VAAP Assessments curricular materials do not need to be covered or taken down. For the test, choose a location that is comfortable and familiar to the student, and free of distractions. The student should be out of range of other students. As a best practice, try to position the student so curricular materials are not visually or physically accessible.
- ☑ For SOL tests, remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include, but are not limited to, maps, timelines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays.
- ☑ Remove from student access any items not approved for use during testing. These items include, but are not limited to: cell phones, any electronic device, dictionaries (when not approved), class notes, course content review materials, test taking strategy reminders, notes, textbooks and other curriculum materials, “cheat sheets,” extra highlighters, non-school issued scratch paper, fidget items, reading material, or toys.
- ☑ For SOL online testing, physical barriers on both sides of the testing device are helpful in deterring students from looking at each other’s computer monitors.
- ☑ It may be helpful to provide Examiners with “TESTING IN PROGRESS: DO NOT DISTURB” signs for testing rooms.
- ☑ Students who are absent on the school’s established test date(s) must be given an opportunity to take any missed test on a make-up basis. A time and location must also be arranged for each necessary make-up session.

Establish Guidelines for the Alternate Test Site for SOL Tests

NOTE: The VAAP tests are generally administered individually and may be given over multiple test sessions. Therefore, the guidance in this section does not apply to students participating in the VAAP.

The SOL assessments are not timed. Students who do not finish by the end of the allotted test administration time should be given additional time, up to the end of the school day. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for any activity that would allow interaction with other students, access to any educational materials, or electronic devices. **Students must complete the test in one school day** (refer to the multiple test sessions accommodation in Appendix B for exceptions).

STCs must be prepared to move students who have not completed the test to an alternate testing site. The alternate testing site must be prepared as described previously. Prior to testing, establish guidelines for moving students from the test site to the alternate test site. The plan should include guidance regarding:

- maintaining the security of secure materials (i.e. test tickets, testing devices, test booklets, answer documents, all used and unused scratch paper, used formula sheets, audio/video recordings, etc.);
- monitoring students during the move to prevent discussion of the test or course content, in any way with anyone, and to prevent student access to any educational materials and phones/electronic devices, and returning each student’s own materials and resuming testing; and
- preparing for student breaks (i.e. lunch, student requested break). Refer to section 5.4.3 for guidance.

NOTE regarding calculator use: The student should be reissued the same calculator he/she received for the test. If the student is issued a different calculator, it must be reset/prepared as described in Section 10.3 prior to being issued to the student.



IMPORTANT: Plans for alternate testing sites should include appropriate test security precautions. If students must be moved to an alternate testing site to complete the test, their testing devices, test booklets, answer documents, test tickets, scratch paper, and any other testing materials must be collected by an Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing.

4.8 Schedule the School's SOL and VAAP Testing Sessions

The SOL and VAAP test administrations take precedence over other scheduled school activities. Each SOL *Non-Writing* test is to be completed within one school day, with the exception of those students who qualify for the Multiple Test Sessions accommodation as described in Appendix B. All VAAP students are eligible to complete the test over multiple days. Refer to Section 8 for details on Testing Conditions.

- DDOT** ☒ All testing sessions for the school division must be scheduled within the testing window. If you need to adjust the testing window, notify the assessment staff at the Virginia Department of Education.
- ONLINE** ☒ DDOTs, Project Managers, and STCs should work together to determine the online test schedule. Some things to consider include:
- number of concurrent tests your network can successfully manage
 - number of students participating in online testing
 - number of online test sessions your schools will offer each day
 - number of available labs/testing devices
- ☒ Notify Pearson well in advance if a school plans to administer online tests after 5:00 P.M. Provide the following information:
- Division Name
 - School Name
 - Date(s) of After Hours Testing
 - Time(s) of After Hours Testing
- ☒ Permission from Virginia Department of Education must be obtained prior to any testing on weekends.
- ☒ Make-up sessions are to be completed according to the division's schedule as long as the schedule affords each student an adequate opportunity to take missed tests. Additionally, the division's make-up schedule must allow time for assembly and shipment of all paper scorable answer documents by the date(s) reported to Pearson. **Work with the STCs to establish the testing schedule and appropriate make-up testing schedules for their schools.**
- STC** ☒ Schedule testing sessions to avoid interruptions by drills (fire, tornado, intruder, etc.) and other school functions.
- ☒ Take into consideration that the VAP assessments are untimed tests. Students should be afforded as much time as they need to complete the test as described at the beginning of this section.

- ☑ Ensure that SOL testing sessions are scheduled so that they begin early enough to allow students a reasonable amount of time to complete the test before lunch or before the end of the school day.
- ☑ Prior to the first date of SOL testing, develop a plan to accommodate situations in which “allocated” time has elapsed but students have not yet completed the test. For example, these students could be moved to an alternate location such as a library or activity room so that they can finish the test.
- ☑ Each school’s SOL testing dates and time for each subject (for paper and/or online) must be on file with the DDOT. If a change to testing dates or times occurs, notify the DDOT immediately.
- ☑ VAAP test schedules are afforded additional flexibility to accommodate the needs of the students participating in the test. The Examiner and STC should work together to manage each student’s testing time.
- ☑ Ensure that each school provides students with advance notice of the test dates and schedule. Urge students’ parents/guardians not to make appointments for their children or take them out of school unnecessarily on the test days.
- ☑ Schedule make-up sessions so that all testing is completed before the end of the division’s test window and in time to meet the deadline for the return of materials to Pearson (refer to the calendar in this manual.)

4.9 Determine Testing Groups and Select Examiners

STC

- ☑ Determine how students will be grouped for testing (e.g., in homerooms, in regular English classes , individual testing) and which staff members will serve as Examiners. For the VAAP tests, teachers may serve as Examiners to their own students.
- ☑ Examiner’s for SOL tests may be teachers or other school staff. If resources permit, for SOL tests it is recommended that teachers do not serve as Examiners or Proctors to their own students.
- ☑ VDOE strongly recommends that VAAP Examiners be licensed teachers familiar with the needs of the students eligible for VAAP. The Examiner should also be familiar with the testing conditions and accommodations available to VAAP students.
- ☑ All SOL and VAAP Examiners must be trained in test administration and test security. Prior to testing all SOL and VAAP Examiners must read, understand, and sign the *School Division Personnel Test Security Agreement*.

4.10 Determine the Need for Proctors and Arrange for Assistance

Testing students in large groups is not recommended. Testing in smaller groups lessens test fear and anxiety for the student and facilitates the Examiner’s ability to monitor and control the testing session. However, if it is necessary to test a large group of students, consider the addition of Proctors to the testing session.

It is best that Examiners supervise the testing of no more than 25–30 students on their own. If the group’s size exceeds this, one Proctor is recommended for every 25–30 **additional** students.

STC

- ☑ In selecting Proctors, be aware that each Proctor for SOL and/or VAAP tests must be trained in test administration and test security. Prior to testing, all SOL and VAAP Proctors must read, understand, and sign the *School Division Personnel Test Security Agreement*. The use of

non-school personnel as Proctors is not recommended. Proctors should receive the same training as Examiners.

- ☑ If Proctors are not used, arrange to have another school staff member within calling distance of each testing session so that an emergency situation, such as escorting a student to the restroom or nurse, may be handled with a minimum of disruption. Students may not be left unattended for any length of time.

4.11 Review Procedures for Ensuring Test Security

The *School Division Personnel Test Security Agreement* should be read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of SOL and VAAP Assessments (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes) **MUST** read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement* (Appendix A). This agreement must be completed and signed before access to PearsonAccess^{next} is granted or any online or paper test is administered.

- ☑ Each school division must ensure the security and accountability of all test materials from the time of receipt until all testing is completed. Secure paper test materials will be addressed and shipped to the DDOT, who has primary responsibility for their security. VAAP paper tests are downloaded by the DDOT or STC, as locally determined. The DDOT/STC must maintain the VAAP materials securely.

Refer to information included in the testing manuals and their supplements for procedures to maintain the following:

- | | |
|--|---|
| ■ a secure test environment | ■ configuration of computers |
| ■ student electronic data files | ■ security authorizations |
| ■ Student and Proctor Testing Tickets | ■ receipt, inventory, distribution, and |
| ■ test booklets, prompts, audio CDs,
and answer documents | secure storage of test materials |

Security procedures must be followed to ensure complete test security.

WITHOUT EXCEPTION, copies of secure test booklets/prompts (including braille and large-print test materials, Examiner copies, and audios), all Testing Tickets, student paper, audio, or electronic responses used for transcriptions, audio/electronic copies of testing sessions (e.g., read-aloud), students' used and unused scratch paper, and used answer documents **must** be kept in secure, locked storage at all times when they are not in use in an actual testing session.

- ☑ Review your local security procedures to ensure that students do not have access to cell phones or other electronic devices during testing.

4.12 Collect Completed *School Division Personnel Test Security Agreements*

All persons in the school(s) who may be exposed to secure test items and those involved in the administration of Virginia Assessment Program tests (including, but not limited to, Examiners, Proctors, Interpreters and Scribes) **MUST** read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement* before they are given access to the tests or prompts. Staff must also read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests). These documents are located in Appendix A.

Division/school personnel involved with online and/or paper SOL and/or VAAP testing must sign a separate test security agreement for each of the following test administrations they participate in: VAAP 2021–2022, *Writing* 2021–2022, and Spring 2022 *Non-Writing* and/or Grades 3–8 *Reading/Mathematics* 2021–2022. Refer to the *School Division Test Security Agreement* in Appendix A for details. **Persons who have not signed the *School Division Personnel Test Security Agreement* may not be allowed access to any VAP tests.**

- ☑ The *School Division Personnel Test Security Agreement* is a two-page document. Be sure to copy the two pages for each staff member, and make as many copies as necessary. Do not use previous versions of the test security agreement.
- ☑ Ensure that all school division staff who may be exposed to secure test items and those involved in the administration of the VAAP and SOL Assessments **MUST** read, understand, agree to, adhere to, and sign the *School Division Personnel Test Security Agreement* before they are given access to the tests. Staff must also read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests). These documents are located in Appendix A. Such personnel include, but are not limited to: the DDOT, STC, Test Examiners, Proctors, project manager and other technology staff, staff providing testing accommodations such as conducting read-aloud, translation/transliteration, dictation to a scribe administrations, staff involved in transcriptions, staff providing a break to Examiners/Proctors, computer lab staff, hall/restroom monitors, student escorts, personal assistants for students, assistants to the DDOT and STC, teacher assistants, curriculum coordinators, administrators, department heads, teachers, staff who have access to secure test materials storage, etc.

STC ☑ Forward the signed test agreements to your DDOT as directed in Section 6.4.

DDOT ☑ **School Division Test Security Agreement**—Both the DDOT and the division's superintendent must complete and sign the *School Division Test Security Agreement* prior to the time the division is first scheduled to administer the VAAP, *Writing*, or *Non-Writing* assessments. Send the *School Division Test Security Agreement* to Pearson by the date specified in the Test Administration Schedules posted in the front of this manual. The agreement, which may be photocopied, is in Appendix A.

4.13 Additional Security Procedures for Online Testing

When a user initially logs into PearsonAccess^{next} (<https://va.pearsonaccessnext.com>) to enter the Virginia Web-Based Assessments website, he/she will be prompted to read and accept the *School Division Personnel Test Security Agreement*, the *Privacy Policy*, and the *Terms of Use* for accessing and using PearsonAccess^{next}. After reading these documents, the user may print and sign the *School Division Personnel Test Security Agreement* by clicking the *Print Friendly* link on the screen. The STC should collect the signed test security agreements and forward them along with the other test security agreements to the DDOT as directed in Section 6.4.

The online version of the *School Division Personnel Test Security Agreement* is the same as that provided in Appendix A of the *Test Implementation Manual* and the *Examiners Manuals*. Testing personnel need to sign only one copy for each testing administration. STCs and Examiners can refer to the manuals for copies of the required *School Division Personnel Test Security Agreement* for any subsequent test administrations. Paper copies of the agreement with actual signatures of the testing staff must be available and retained on file in the DDOT's office.

4.13.1 DDOT Testing Checklist

- DDOT** ☒ DDOTs and Project Managers should review the DDOT Testing Checklist in the front of this manual. Review procedures such as, but not limited to, the security of the test environment, proctor caching test forms (no earlier than 24-hours prior to the start of the division's test window), printing Testing Tickets, starting test sessions on the day of testing, stopping test sessions at the end of each day, and maintaining the integrity of the computers used during testing.

4.13.2 Student Testing Tickets

- STC** ☒ Any time Testing Tickets and Seal Codes are printed in advance of the testing session (no more than 96 hours, or 4 school days, prior to a test session), they must be kept in secure, locked storage until the actual testing session. Do not start a test session (activating the test tickets and seal codes) until the day of the scheduled session. Examiners need to sign out the test tickets, for their assigned session, on the day of a test session. After a test session, Examiners should be instructed to collect the test tickets from students and Examiners (who provide the read-aloud accommodation) and seal codes and return them to the STC. The *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* (Appendix C) should be used for this purpose.

4.14 Provide Special Accommodations During SOL *Writing* and *Non-Writing* Testing

NOTE: For details regarding providing testing accommodations for students participating in VAAP tests, see Section 8.

Before testing, appropriate staff should become familiar with special test accommodations specified in students' IEPs, 504 Plans, or EL Assessment Participation Plans. Accommodations and any required materials or equipment are described in detail in Appendix B. For information regarding students with disabilities and ELs' participation in state assessments, refer to: *Students with Disabilities: Guidelines for Assessment Participation*, *Students with Disabilities: Guidelines for Special Test Accommodations*, and *Procedures for Determining English Learner Participation in the Virginia Assessment Program*, which are available on the Virginia Department of Education's website located at:

www.doe.virginia.gov/testing/participation/index.shtml

All accommodations provided to students must be documented in PearsonAccess^{next}. Refer to Appendix B, which includes accommodations, their guidelines, and their corresponding codes.

School divisions may request an accommodation not listed in the *Special Testing Accommodations*, Appendix B, by submitting the *Special Assessment Accommodation Request* form to the Virginia Department of Education by the deadline noted in the Test Administration Schedule in the front of this manual. The form is located on the Virginia Department of Education's website at:

www.doe.virginia.gov/testing/participation/index.shtml

- **Response Accommodations:** To provide any response accommodations specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan, directions read aloud to students may be modified. For example, the directions on how to select answers online or mark the answer document may be modified for students who have the accommodation Examiner Records Responses (accommodation code 18).
 - **For Paper Tests:** The testing directions may be modified for students who do not enter their answers onto the answer document themselves. Such students indicate their answers in a different way (verbally, by pointing, by circling answers in the test booklet)

according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. The Examiner then enters the student's choices onto the answer document.

The Examiner may omit the test directions pertaining to the student completing the information in Fields A, F, and G on the answer document and writing his/her name on the test booklet. Before or after testing, the Examiner should complete Fields A, F, and G and write the student's name on his/her test booklet.

Examiners may modify the testing directions to reflect the accommodation. For example, the direction to fill in the circle on the answer document for the letter of the best answer may be modified to "circle the answer in your test booklet," "say your answer," or "point to the answer." Refer to Appendix B of this manual for the requirements for administering tests with accommodations.

- **For Online Tests:** The testing directions may be modified for students who do not enter their answers into TestNav themselves. Such students indicate their answers in a different way (verbally, by pointing) according to the testing accommodations specified in their IEPs, 504 Plans, or EL Assessment Participation Plans. The Examiner then enters the student's answers into TestNav.

Examiners may modify the testing directions to reflect the accommodation. For example, the direction for using the pointer tool to select the answer may be modified to "point to the answer" or "say your answer." The directions pertaining to navigation may be modified to "tell me if you want to go back to a previous question" or "point to the bookmark on the screen if you want a question bookmarked for review." Refer to Appendix B for the requirements for administering tests with accommodations.

- **Paper Audio Tests:** Students should be familiar with operating the audio equipment for the CD prior to testing. **NOTE:** Audio format (CD) is not available for the paper Grades 3–8 *Reading* and *Mathematics*, *EOC Reading* (2017 SOL), *EOC Mathematics* (2016 SOL), *Virginia Studies, Civics and Economics*, and *VA & US History* (2015 SOL) tests. Students who usually receive the audio form must be provided a read-aloud administration.
- **Online Audio Tests:** Students should have had practice using the audio control box or audio tools by practicing on the appropriate audio practice test (refer to Section 4.4.1).
- **Online read-aloud tests (not including CAT):** Students who require the read-aloud accommodation must be placed in a read-aloud test session when creating the test session in PearsonAccess^{next}. All the students assigned to a read-aloud session will receive the same test form. Examiners who will be reading the test aloud to the students in the read-aloud session will be given access to an online test to be viewed on the Examiner's workstation only, through the use of a Proctor Testing Ticket. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a computer monitor that is not part of a student's workstation.
- **Read-Aloud for CAT Items:** Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the items selected are customized for each student, an Examiner/Proctor test cannot be created on a separate workstation. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the Read-Aloud test guidelines in **Reading of Test Items Aloud—Information for all Assessments** and **Read-Aloud Guidelines for Computer Adaptive Tests (CAT)**, located in Appendix B.
- **Interpreting/Transliterating CAT Items:** Because the selection of items is customized for each student, an Interpreter's/Transliterator's copy of the test cannot be created on a separate workstation. If the student requires interpretation/transliteration services on a Computer

Adaptive Test follow the interpreting/transliterating guidelines in **Interpreting/Transliterating Test Items (e.g., sign language, cued speech)—Information for ALL Assessments** and **Interpreting/Transliterating Computer Adaptive Test (CAT) Items** located in Appendix B.

- **Mixed Group Testing:** Students taking the test with the audio accommodation (using headphones) may be tested in the same room as students taking the test without the audio accommodation. In this instance, the Examiner may read the audio/read-aloud test directions for the sample items to all students. Students administered a read-aloud test (an Examiner reads the test to the student) must be tested in a “read-aloud only” test room.
- **Braille Tests:** Examiners/Proctors responsible for monitoring students using braille tests should be familiar with the Braille Notes and Transcriber’s Notes included in the Examiner’s Copy of the braille test. The Braille Notes list the differences between the braille test form and the corresponding Examiner’s Copy and are intended to help the Examiner answer any questions that a student may have regarding reading and interpreting items in the braille form. Transcriber’s Notes provide information to the (braille) reader that is not readily apparent by reading the test item’s text alone. If a student has a question pertaining to the Transcriber’s Notes on his/her test, the Examiner can consult the Examiner’s Copy for assistance. Refer to Appendix B in this manual for the braille formats available for each test content area.
- **Large-Print Tests:** Examiners/Proctors responsible for monitoring students using large-print tests should be aware of font size variations that may appear on a student’s test.
 - For all test item questions (stem) and answer options the font type is Tahoma and font size is 20 point.
 - All text, including, numbers, variables, labels and captions on graphs, pictures, diagrams, maps, charts, coordinate planes, equations, exponential numbers and letters, subscripts and superscripts, notes, and footnotes, are presented in 18–20 point type. Due to the complexity of graphics in some test items, some text embedded within graphics may be enlarged proportionally to the graphic rather than enlarged to 20 point in order to lessen the impact of reformatting the test items. The Special Forms Committee provides recommendations for items of this nature on an item-by-item basis.
- **Calculators and Arithmetic Tools:** Eligible students with disabilities may use approved calculators and/or arithmetic tools on sections of the Grades 4–7 *Mathematics* SOL assessments in which a calculator is not allowed. For online tests, a “no calculator” icon appears on each test question in the first portion of the test:



No Calculator

Examiners/Proctors may remind the students to ignore the icon and use the calculator provided. Refer to Section 10.3 and the guidance box: *Guidance for the 2021–2022 School Year Regarding Providing a Hand-Held Calculator and/or Desmos Calculator for Mathematics (2016 SOL) Tests*.

- **Temporary Conditions:** Special test accommodations may be provided to students with a documented temporary condition, such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student’s school/division file. The STC should coordinate with the Examiner on how accommodations will be provided during the testing session. Refer to Section 6.2.2 for PearsonAccess^{next} coding assistance.

4.15 Testing Condition Adjustments Available During SOL *Writing* and *Non-Writing* Testing

NOTE: For details regarding providing testing conditions for students participating in VAAP tests, see Section 8.

4.15.1 Testing Condition Adjustments Available to All Students

The following adjustments to the conditions under which a Growth Assessment or SOL test may be administered are available to any student as needed. Refer to Appendix D of this manual for further information.

- group size
- environmental modifications
- large diameter pencil, pencil grip
- assistance with directions
- student reads his/her own test out loud
- student requires a health management device
- student requires hearing aids with Internet-enabled device

4.15.2 Health Management Device

The *Health Management Device Form* must be completed for each student with a documented health need who requires the use of a health management device (such as a continuous glucose monitor or seizure monitor) during the administration of a Growth or SOL assessment.

The completed form ensures that consideration is given to the type of device needed by the student while also confirming the integrity of the test administration. The DDOT reviews and approves the information on the form. Test Examiners and Proctors should be aware when they have students who require a device during testing and follow the procedures on the form to ensure testing integrity. Examiners/Proctors should direct any questions to the STC or DDOT. The *Health Management Device Form* is available on the VDOE website at:

www.doe.virginia.gov/testing/participation/index.shtml

4.15.3 Hearing Aids with Internet-Connected Device

The *Hearing Aids with Internet-Connected Device Form* must be completed for a student who requires hearing aids that must be connected to an Internet-enabled device, such as a smart phone, during the administration of a Growth or SOL Assessment.

The completion of this form ensures that a student has the necessary level of access to an Internet-connected device needed to manage or control the hearing aids during the test session while also confirming the integrity of the test administration. The completed form must be reviewed and approved by the DDOT or designee. The Examiner/Proctor must follow the procedures on the form to ensure test integrity. Examiners/Proctors should direct any questions to the STC or DDOT. The *Hearing Aids with Internet-Connected Device Form* is available on the VDOE website at:

www.doe.virginia.gov/testing/participation/index.shtml

4.16 Test Tools and Materials

Refer to the following sections for details regarding test tools and materials for the Spring 2022 Test Administrations:

- Section 8.3.2—VAAP Test Tools and Materials
- Section 9.3—*Writing* Test Tools and Materials
- Section 10.3—*Non-Writing* and Grades 3–8 *Reading* and *Mathematics* Test Tools and Materials

4.17 Preparing for Paper Testing

Refer to the *Supplement to the Writing and Non-Writing Test Implementation Manuals* for the specific information regarding the:

- Ordering of paper testing material
- Deliveries of non-secure materials
- Deliveries of secure materials
- Registering of students for testing
- Management of answer documents

4.18 Audits

If your division is selected for an audit, the DDOT will be contacted by the Virginia Department of Education.

5. SPECIFIC DUTIES OF THE DDOT/STC: DURING TESTING

5.1 Maintain a Contingency Plan

Be prepared to coordinate and monitor adjustments in each school's testing schedule if inclement weather or other unforeseen events threaten or force school closures, network interruption, etc.

☒ **If school openings are delayed or early dismissal is possible/likely:**

- Do not begin SOL testing unless you are confident that all scheduled testing sessions can be completed within the anticipated school day.
- If SOL testing has already begun and school is dismissed during a testing session, the DDOT should contact the student assessment staff of the Virginia Department of Education immediately.
- If you are unsure whether a scheduled testing session can be completed, the best course of action would be to postpone the session. Students who begin a test and cannot complete it will need to retest with an alternate form. Retesting must be approved by the Virginia Department of Education.
- VAAP tests are all permitted multiple testing sessions. If the session is interrupted, the student should be exited from the test. The test may be resumed and testing continued on another day.

☒ **If schools are closed:**

- The DDOT should notify the student assessment staff of the Virginia Department of Education. Be sure to advise to the best of your knowledge when schools will re-open.
- If possible, reschedule the test administration within your existing window. If the number of missed days necessitates a change in your testing window, notify the student assessment staff of the Virginia Department of Education.

If the division has additional questions regarding these procedures, the DDOT should call the student assessment staff of the Virginia Department of Education.

5.2 Coordinate the School's Administration of the Paper SOL Assessments

Refer to the *Supplement to the Writing and Non-Writing Test Implementation Manuals* for the specific information regarding the STC's coordination of the school's administration of the paper SOL tests for:

- Preparing materials for Test Examiners
- Checking-out test materials

5.2.1 STC conducts check-out of secure SOL test materials to Examiners

STC

- ☒ For the paper SOL tests check out the test booklets to Examiners. You should use the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement to the Writing and Non-Writing Test Implementation Manuals*) to assist with the distribution and collection of test booklets from the Examiners.
- ☒ Review a sample of the *Assembly ID Sheet* (located in the Appendix of the *Supplement to the Writing and Non-Writing Test Implementation Manuals*) that will be included in the packages of test booklets. An *Assembly ID Sheet* shows a unique

package number and identifies the form number of the test booklets contained in that package.

- ☑ Remind Examiners that upon opening a package, **but before distributing its contents to students**, they must count the number of test booklets contained in the package and complete the package's *Assembly ID Sheet*, checking off the applicable statement.

If an Examiner must open more than one package of test booklets, the *Assembly ID Sheet* in each package must be completed. Examiners must return all *Assembly ID Sheets* to you, along with all test booklets, immediately after the testing session has concluded.

- ☑ If necessary, you may break packages of test booklets in order to distribute them more efficiently to the Examiners. Photocopy the package *Assembly ID Sheet* and write the new quantity of test booklets on the copy. Each divided set must have an *Assembly ID Sheet*.
- ☑ Maintain the security of the test booklets at all times.
- ☑ Remind Examiners to keep test booklets in packaging order when distributing to students.
- ☑ Ensure that each Examiner has the following test materials:
 - *Supplement to the Examiner's Manual* (contains the paper test directions);
 - *Examiner's Manual*;
 - Multiple-choice test booklets;
 - Answer documents;
 - Supply of scratch paper;
 - Supply of No. 2 pencils;
 - Appropriate ancillary materials and manipulatives; and
 - "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available.
- ☑ Check out materials needed for recording test sessions, as necessary. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

5.2.2 Check-in paper SOL test materials at the end of each testing session

The *Examiner's Manual* instructs Examiners to return test materials to the STC as soon as the test session is completed or to store the materials until the end of the school day in a secure location that is inaccessible to students.

All test materials must be returned to the STC and checked in no later than the end of the school day.

STC

- ☑ Ensure that all test materials are returned to you no later than the end of the test administration day.
- ☑ When the test materials are returned, verify the receipt of all materials using the information in Section 6.1, "Receive All Testing Materials from Examiners."
- ☑ You should count the test booklets and initial the *Test Booklets/Prompts Transmittal Form and Affidavit for Examiners/Proctors* or the *Special Test Forms/Kits Transmittal Form for Examiners/Proctors* (located in the Appendix of the *Supplement to the*

Writing and Non-Writing Test Implementation Manual) or another such form documenting the same information as the VDOE form to verify that all test booklets and answer documents have been returned. Immediately report any missing test booklets to the DDOT. Missing testing materials must be documented in TIWAS or on the *Test Irregularity Form* in Appendix E.

- ☑ Check in materials used for recording test sessions. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).
- ☑ Verify that all answer documents have been returned.

5.3 Coordinate the School's Administration of the SOL and VAAP Online Assessments

Prior to administering online tests, the DDOT and STCs should refer to PearsonAccess^{next} Online Support, located at <https://support.assessment.pearson.com/x/BYDy>, for instructions on how to use PearsonAccess^{next} with the Virginia Assessment Program.

- ☑ On the day of testing, distribute all materials necessary to administer the online SOL or VAAP assessments.

STC

- ☑ For each test session, Examiners/Proctors should be provided with the following test materials:
 - *Examiner's Manual* for grade-level and subject area tests; *VAAP Examiner's Manual*
 - For SOL tests, Student Testing Tickets (use the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to assist with the distribution and collection of test tickets);
 - For VAAP tests, Student Testing Tickets (use the *VAAP Transmittal Form and Affidavit for Student Test Resources* to check materials out and back in each day);
 - Proctor Testing Ticket (if read-aloud session) for some SOL Tests;
 - Test session roster (optional);
 - "TESTING IN PROGRESS: DO NOT DISTURB" sign, if available;
 - Appropriate ancillary materials and manipulatives; and
 - Seal code (required for some SOL Tests)
- ☑ Check out materials needed for recording test sessions, as necessary. You should use the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions* (Appendix C).

5.3.1 Monitor online test sessions

STC

- ☑ Test sessions must only be started on the day of testing. You may view the status of each test session for students through the online system, at the Students in Sessions screen. The *Status* on the screen is color-coded. After each student's name, the student's real-time test status is indicated based on one of the descriptions in the following chart. Refer to PearsonAccess^{next} Online Support, located at <https://support.assessment.pearson.com/x/BYDy>, for directions on Viewing or Maintaining Existing Sessions.

Student's Real-Time Test Status

Color Codes	Test Status Description
Grey (Ready)	The student is ready to sign in to the test once the session is started.
Green (Active)	The student is currently testing or the test was not successfully exited due to a loss of network connection, loss of power, computer froze, etc.
Red (Exited)	The student successfully exited from the test or TestNav detected that another application was trying to take control so the Early Warning System exited the student from the test. The student needs to be resumed before logging back into the test.
Orange (Resumed)	The student was successfully exited from the test and has been authorized to resume the test. The student will return to the same item on the test prior to being exited.
Orange (Resumed-Upload)	The student was in active status and was not successfully exited from the test due to loss of network connection, loss of power, computer froze, etc. The student was resumed in order to continue testing. Upon sign in, TestNav will search for a Saved Response File.
Blue (Completed)	The test was submitted successfully.
Blue (Marked Complete)	<p>The test was marked complete and submitted for scoring in PearsonAccess^{next}.</p> <p>NOTE: The reason the test was marked complete is visible on the Mark Student Tests Complete screen.</p>

Be sure to select the browser's *Refresh* button frequently while viewing sessions. This button will update the students' status.

As students begin to sign in and start the test, the student *Status* will turn green. As students submit their test, the student *Status* will turn blue; a "blue" status cannot be restarted. If a student exits TestNav (either inadvertently or intentionally) before completing the test, the student *Status* will turn red.

- ☑ Students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored to prevent interaction with other students and/or access to educational materials. Refer to Section 5.4.3 for details about student breaks.
- ☑ If students are moved to an alternate testing site to complete their tests, their Student Testing Tickets and portable testing devices must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student's own materials and resume testing. Be sure that the alternate testing devices (as appropriate) to be used during testing meet the minimum requirements as stated in the *TestNav 8 Technology Guidelines: Configuring Your Test Delivery Environment for Virginia*, available in PearsonAccess^{next} at:

<https://support.assessment.pearson.com/display/PAsup/System+Requirements>



IMPORTANT: If students must be moved to an alternate location to complete their tests, the online tests must be *Exited* prior to moving to the new location. Before the student can sign in (using the same authentic information found on the test ticket) to complete the test, the student's test must be *Resumed* in Test Session Management. (See PearsonAccess^{next} Online Support, located at <https://support.assessment.pearson.com/x/BYDy>.)

STC

- ☑ **All active online test sessions must be stopped when all students are either in *Completed* or *Marked Complete* status.** Students in started sessions who are in a status other than *Completed* or *Marked Complete* must be locked or moved to a not-started session at the end of the day.
- ☑ VAAP tests, which are being administered using multiple sessions, must be *Exited* and *Locked* at the end of each day's testing. The session may remain started until the student completes the test. Once all students in the session are in *Completed* or *Marked Complete* status, the session must be stopped.
- ☑ **Online read-aloud sessions should never be left in *Started* status overnight in PearsonAccess^{next}.** All read-aloud tests in *Exited* status must be moved to a not-started session. New testing tickets must be printed and the session started for the second day of testing.

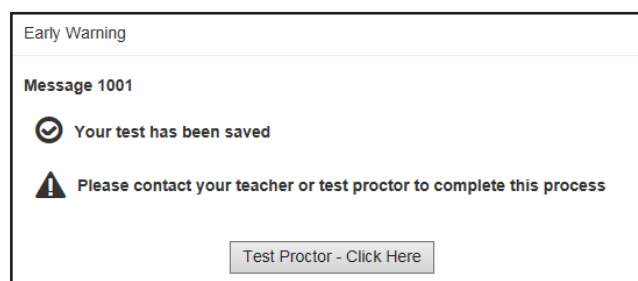
5.3.2 Early Warning System

The TestNav Early Warning System (EWS) saves the student's responses to a local, encrypted backup file called a student response file (SRF) when TestNav cannot communicate with the Pearson server. This allows the student to exit the system without losing data.

The Students in Sessions screen contains a Status field that allows an administrator to view when a student is in "Active," "Exited," or "Completed" status. However, if a student loses connection to the Internet, TestNav cannot communicate with Students in Sessions. Therefore, the student will remain as "Active" in the Status field.

The Early Warning System automatically displays a notification screen whenever the connection to the testing server is interrupted or when the system detects a potential problem with the designated response file save locations. The first screen displayed will always be one of two "notify" screens that prompt the student to notify the teacher or Test Proctor. (See Notify Screen A and Notify Screen B.)

Notify Screen A—Notify Your Teacher or Test Proctor



Connectivity issues likely caused this error that appears in Screen A. Follow the on-screen instructions to address and fix the issue.

Notify Screen B—Your Test Has Been Saved

Unable to send final responses to the testing server

Message 1008

The testing server cannot be reached.

All responses have been saved on this computer.

Primary location: Y:\EWS

Alternate location: Path is Not Available

Response file name: a4c79b91-6b71-4139-92ac-f6f60adc713c.SRF

To see if the connection has been restored, choose **Retry**
To submit the test at a later time, choose **Exit Test**.

Screen B appears if the connection with the testing server was interrupted and TestNav was unable to upload responses to the testing server.

The student's responses have been saved in the designated response file location, but not all responses could be saved to the testing server.

- If a student receives this error code on a **Desktop Operating System**:
 - Check to see if the student's machine is connected to the school network by verifying the Ethernet cable is still plugged into the wall and computer.
 - Also, verify if a wireless router has been disconnected or has been accidentally shut off.
 - Click *Retry* to check whether the connection is restored. If you believe the connection may be restored, click *Retry* again.
 - If you have clicked *Retry* and the connection with the testing server is not restored, click *Exit Test*. When the student closes TestNav, the student remains in Active testing status.
 - After the connection is restored and the student *Resumed*, the student can sign in. TestNav automatically searches for, and submits, the response file.
- If a student receives this error code on a **Mobile Device**:
 - Click *Retry* to check whether the connection is restored. If you believe the connection may be restored, click *Retry* again.
 - If you have clicked *Retry* and the connection with the testing server is not restored, click *Exit Test*. When the student closes TestNav, the student remains in Active testing status.
 - After the connection is restored and the student *Resumed*, the student can sign in. TestNav automatically searches for, and submits, the response file.

5.3.3 Troubleshooting


Below are frequently encountered scenarios in online testing and suggestions to help resolve the issues:

- **Student requires an audio test but there is no audio:** For the Grades 3–8 and EOC *Reading* (2017 SOL), Grades 3–8 and EOC *Mathematics* (2016 SOL), *Virginia Studies, Civics & Economics*, and *VA & US History* (2015 SOL) SOL tests, the audio tools will appear on the right side of the student's test screen for both the samples and the test questions.

For all other tests, the audio player will appear on the **first question** (not the samples).

For all audio tests, the student must select the *Play* button for the audio track to play. If an Examiner notices the audio player/tools do not appear, the Examiner should contact the STC immediately and should not permit the student to continue testing.

The STC or Examiner should verify the form assigned to the student using the Students in Sessions screen in PearsonAccess^{next}. Scroll down to the student's name and look at the form assigned to the student (in the **Form/Form Group Type** column).


The icon  will appear next to the form number of students assigned an audio test. If the form assigned to the student is not an audio form, the STC or Examiner should have the student **EXIT** the test but keep the student seated at his/her workstation and contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student's form to the correct audio form while the student waits in the test room. DO NOT mark the test complete or have the student Submit the test.

If the audio player/tools appears but no audio can be heard, the Examiner should have the student **EXIT** the test and wait while school staff check the computer's audio control settings to make sure the computer is not set to MUTE. Be sure the headphones are functioning properly.

- **Student should not have an audio test, but the audio is playing, or the audio player/tools appeared at the first test question or samples:** The Examiner/Proctor should contact the STC immediately. Do not permit the student to continue testing. The STC or Examiner should have the student **EXIT** the test but keep the student seated at his/her workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can change the student's form to the correct non-audio form while the student waits in the test room.
- **NOTE:** With the exception of braille VAAP tests, the text-to-speech audio player is available on VAAP tests using TestNav. This accessibility tool is available to any student participating in the VAAP tests.
- **Shading is not visible on the test questions:** Some test questions refer to the "shaded section" of a map, graph, chart, etc. If the shading is not apparent to the student, the Examiner/Proctor may adjust the contrast setting on the student's monitor until the shading is visible. If this adjustment does not resolve the problem, the Examiner has been instructed to contact the STC.

■ **The student completed a question but the *Next* button does not appear (CAT only):**

- The Student may have attempted to answer the question using a “tool” other than the Pointer. The Pointer must be used to:
 - 1) select multiple-choice answers;
 - 2) place the cursor in a box in order to type an answer;
 - 3) plot points on a line, graph, or image;
 - 4) select one or more answers; or
 - 5) select and drag answers from one location to another.


The Examiner/Proctor may remind the student that **“The Pointer  must be used to answer the question.”**

OR

- The student may not have met all the requirements of the test question. For example, if a test item requires the student to select and drag 3 items to answer boxes, the *Next* button will not appear if the student only selects 1 or 2 items into the answer boxes. The *Next* button will only appear after the student places 3 items into the answer boxes. The Examiner/Proctor may tell the student to **“Read the screen carefully.”**

■ **The Review dropdown indicates a question is “Not Answered” when the student is confident he/she answered the question:**

- The Student may have attempted to answer the question using a “tool” other than the Pointer. The Pointer must be used to:
 - 1) select multiple-choice answers;
 - 2) place the cursor in a box in order to type an answer;
 - 3) plot points on a line, graph, or graphic;
 - 4) select one or more answers; or
 - 5) select and drag answers from one location to another.

The Examiner/Proctor may remind the student that **“The Pointer  must be used to answer the question.”**

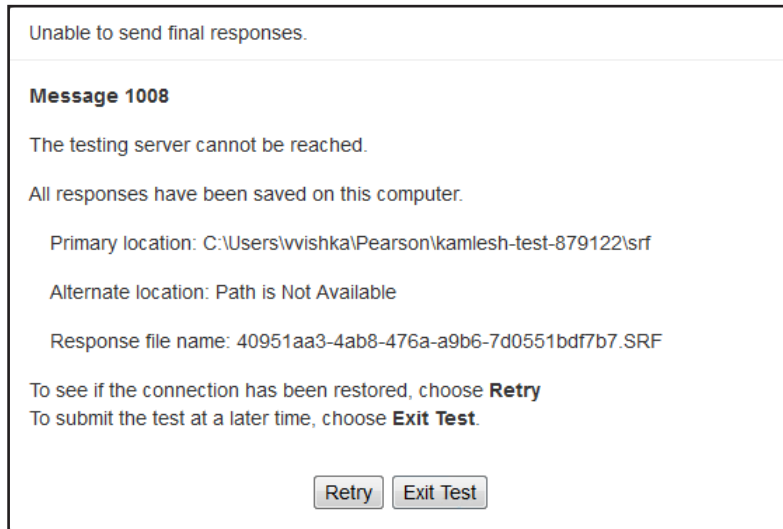
OR

- The student may not have met all the requirements of the test question. For example, if a test item requires the student to select and drag 3 items to answer boxes, the Review dropdown will show that question as “Not Answered” if the student only selects 1 or 2 items. The Examiner/Proctor may tell the student to **“Read the screen carefully.”**

■ **Student is trying to use the Answer Eliminator tool  on a TEI question and it is not working:** Refer to Appendix G for online tool descriptions. The Examiner/Proctor may tell the student that the Answer Eliminator tool functions with multiple-choice questions and certain TEI items; it does not function on all TEI questions.

- **Student has difficulty entering a specific symbol or character into a TEI answer box:** If the student asks the Examiner/Proctor which key to use for a specific symbol or character, the Examiner/Proctor may tell the student which keys to press and may point to the keys. For example, the student asks the Examiner, “How do I make a minus sign?” The Examiner may say, “**Use the hyphen key.**” Other examples include:
 To make a colon, “**Hold the shift key down and then press the colon key.**”
 To make a fraction, “**Use the forward slash key.**”
 To make a plus sign, “**Hold the shift key down and then press the plus key.**”
 To make a decimal, “**Use the period.**”
 The Examiner/Proctor may only respond to the student’s request for “how” to enter a specific symbol. The Examiner/Proctor may not prompt the student to enter a specific symbol or tell a student what symbol is needed in the answer to a specific question.
- **Student cannot enter a specific “character” into a TEI answer box:** The Examiner/Proctor should look to see if the “Caps Lock” key is active on the student’s keyboard. If it is, the Examiner/Proctor may tell the student, “**Try pressing the ‘Caps Lock’ key on your keyboard.**”
 If the student is still having difficulty, the Examiner/Proctor may re-read the testing directions from the *Examiner’s Manual* verbatim to the student, “**Make sure the Caps Lock key is not on if you are trying to enter a lowercase letter in the answer box. If you select a letter, number, or symbol that cannot be used in your answer, a message will appear on the screen that states, ‘You cannot use that character.’**”
 If the student is still having difficulty, it may be that the student misunderstands the question or does not know how to resolve the question. In these cases the Examiner/Proctor may only say, “**Read the question carefully.**”
- **The student submitted the test prematurely (non-CAT only):** If the student accidentally submitted the test, wants to return to it, and has not left the secure test room, the Examiner/Proctor should contact the STC immediately. The STC or Examiner should have the student remain in the test room seated at his/her workstation and immediately contact the DDOT, who should immediately contact VDOE. In most cases, VDOE can “unsubmit” the student’s test so the student can log back into the test.
- **This message is displayed on the student’s workstation, “Are you still there? This test will be exited in 30 seconds if no activity is detected.”:** This message is indicating that the student has been inactive for nearly two hours. To reset the inactivity timer, the student should move the mouse, press a key, or touch the screen (on touch screen devices).
- **The student’s test is *Exited* and the workstation is showing Error 3124.** The student’s test was automatically *Exited* by TestNav after at least two hours of inactivity. The message for Error 3124 states, “TestNav has closed the test session due to inactivity. To continue testing, ask your proctor to resume your test, and sign in again.” To enable the student to continue with the test, the STC must *Resume* the student’s test in PearsonAccess^{next}; then the student can sign in with the Student Testing Ticket.

- The student was attempting to Exit or Submit the test, but an error message, “Message 1008,” appeared with a *Retry* and an *Exit Test* button and a message that “The testing server cannot be reached. All responses have been saved on this computer.”



This message appears when connectivity between the student's testing device and the Pearson testing server has been interrupted. As the message indicates, the student responses have been saved locally (e.g., to a local drive or network drive) so that they can be uploaded to the Pearson server when connectivity has been restored.

The Examiner should notify the STC immediately. Generally, if the message appears:

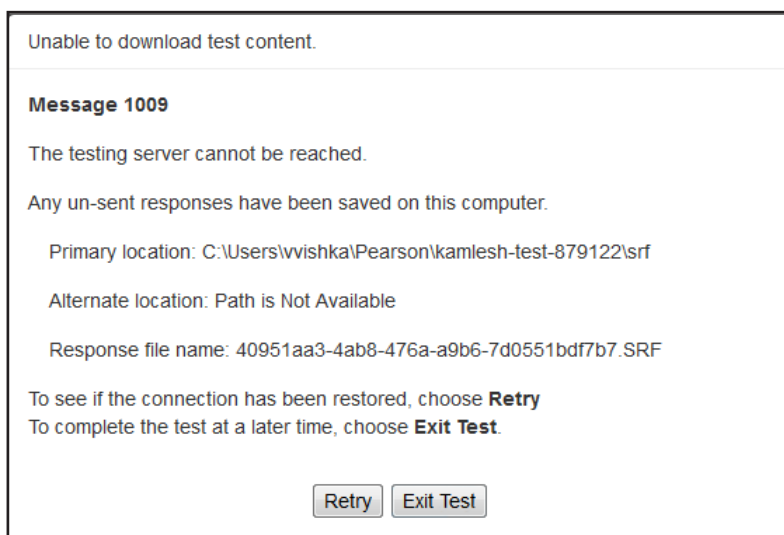
- on a single or a few workstations, the workstation connectivity should be checked to ensure the device(s) can communicate to the Pearson server.
- throughout the school or division, the local network and connectivity to the Internet should be checked to ensure the testing devices can communicate to the Pearson server.
- divisionwide, it may be due to a problem at Pearson or with TestNav.

If the student **has completed** the test and the message appeared when the student tried to Submit the test:

- Have the student select the *Retry* button after a short time (about a minute). If connectivity is restored, the test will Submit.
- If the message remains, make a note of the exact testing device the student was using and select the *Exit Test* button.
 - The student(s) may now be sent back to class. It is not necessary to hold students in the classroom until connectivity is restored.
 - The STC must notify the DDOT, who must notify VDOE. VDOE will provide directions for submitting the students' tests once connectivity is restored.

If the student **has not completed** the test and the message appeared when the student tried to Exit the test:

- Connectivity must be restored before the student can continue testing.
 - Select the *Retry* button after a short time (about a minute). If connectivity is restored, the test will Exit.
 - If the message remains, the STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.
- **Student was testing and an error message, “Message 1009,” appeared with a *Retry* and an *Exit Test* button and a message that “The testing server cannot be reached. Any un-sent responses have been saved on this computer.”**



This message appears when some portion of the online test cannot be downloaded to the student's testing device because connectivity between the student's device and the Pearson testing server has been interrupted. The student responses have been saved locally (e.g., to a local drive or network drive), but the student cannot continue testing at the moment because some part of the online test cannot be displayed on the device.

The Examiner should notify the STC immediately. Generally, if the message appears:

- on a single or a few testing devices, the device connectivity should be checked to ensure the device(s) can communicate to the Pearson server.
- throughout the school or division, the local network and connectivity to the Internet should be checked to ensure the workstations can communicate to the Pearson server.
- divisionwide, it may be due to a problem at Pearson or with TestNav.

Because the workstation displaying “**Message 1009**” cannot communicate with the Pearson server, TestNav must be closed on the device until connectivity is restored. To proceed:

- Select the *Exit Test* button and make a note of the exact testing device the student was using.
- If possible, to avoid having to retest the student, maintain secure test conditions among the students while connectivity is being restored. Consult with your STC regarding how long you should wait for connectivity to be restored before discontinuing the testing session.

- Once connectivity is restored to the student's testing device, the STC must Resume the student's test in PearsonAccess^{next} before the student can sign in to the test again.
- The STC should notify the DDOT. The DDOT may need to contact VDOE for next steps.

Please refer to the link below for a list of Error Codes and information and instructions to address and fix the error.

<https://support.assessment.pearson.com/display/TN/Error+Codes>

5.4 During Test Administration

5.4.1 Monitoring the test administration

DDOT ☒ Ensure that all secure materials are being handled properly by both STCs and Examiners. Be available to STCs for questions and problem resolution during the test administration.

STC ☒ Monitor the administration of testing in the school.

☒ Be actively involved in test administration by carefully supervising the procedures described in this manual and the *Examiner's Manual*.

☒ Be available to answer questions and resolve problems as they arise.

DDOT/STC The DDOT and STC must be aware of the following requirements for Examiners and Proctors to observe while monitoring the students during testing.

- ☒ **Upon entering the testing room and monitoring.** Once students and the test Examiner/Proctor enter the testing room, all instruction and/or review of the content covered by the test or discussion of testing strategies must stop. During the test administration, Examiners/Proctors must monitor the SOL testing process by moving as unobtrusively as possible about the room. Examiners/Proctors must not engage in other activities that would interfere with monitoring. Such activities include, but are not limited to, reading, grading papers, using electronic devices, etc. Students may not be left unattended for any length of time.
- ☒ **Student access to unauthorized materials.** Examiners/Proctors should ensure that students are working independently and do not have access to unauthorized materials, cell phones, or any other electronic devices in the testing room while any students are testing. Immediately notify the STC if a student accessed or had access to a cell phone, electronic device, or other unauthorized material that could provide an unfair advantage while any students were testing. **If the student is testing at the time of the discovery of the cell phone, electronic device, or unauthorized material, the student must not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session, and the STC must notify the DDOT immediately if test security may be compromised.** The STC must submit an irregularity to the DDOT providing the details about the incident. The student may not retest until the division receives a response to the irregularity from the Virginia Department of Education.
- ☒ **Cheating.** Examiners/Proctors must immediately notify the STC if a student is found cheating on the test. **If the student is testing at the time of the discovery of cheating, the student must not be permitted to continue testing. The test must be placed in *Exited* status and moved to an irregularity session. The STC must**

notify the DDOT immediately if test security may be compromised. The STC must submit an irregularity to the DDOT providing the details about the incident. If the school division makes the determination that a student cheated, the student is not eligible for a retest during the current administration. The STC/DDOT must invalidate the test and the student will receive a score of “0.” The student’s test record will note the student cheated on the test.

- ☑ **Examiner/Proctor providing help.** Help must not be given on test items. Examples of prohibited help include, but are not limited to: pronouncing words, rewording the question, providing hints and clues, giving reminders, eliminating or changing answer options, giving verbal indications or non-verbal cues about the correctness of a student’s answer. Examiners/Proctors must not direct or remind students to use any specific method or strategy during testing. Test questions or portions of the question may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.
- ☑ **Examiner/Proctor reviewing test items.** Before, during, or after testing, Examiners/Proctors must not spend time reading any test items, creating any type of answer key to the test items, grading student responses, copying test items or portions of test items, taking notes about test items, recording student responses to test items, or discussing test items with anyone. (Examiners/Proctors may report a problem with a test item to their STC. See Section 5.4.6.) Refer to the *School Division Personnel Test Security Agreement* in Appendix A.
- ☑ **Students leaving the testing room during the test.** Students may not leave the testing site and subsequently return to finish the test unless they are closely monitored. Students may not discuss the test or any test items with anyone. Students must not be allowed to interact with each other or any other students in any way, or have access to any educational materials or electronic devices. Each test is to be completed in one school day. Refer to Section 5.4.3 for details about student breaks.
- ☑ **Students moving to an alternate test room.** If students taking SOL tests are moved to an alternate testing site to complete their tests, their testing materials must be collected by the Examiner or Proctor prior to the move. Students must not be permitted to discuss the test or course content in any way with anyone or have access to any educational materials, cell phones, or other electronic devices during the move. Once in the alternate site, return each student’s own materials and resume testing.
- ☑ **Prompting.** Examiners/Proctors of SOL tests must not prompt the student to go back to any specific questions such as any marked *answered*, *not answered*, or *flagged with a bookmark*. If an Examiner/Proctor notices the student left questions *not answered or flagged with a bookmark*, the Examiner/Proctor may only tell the student, **“Read the screen carefully.”**

For VAAP tests—at the conclusion of the day’s test session, the student may only review the test items completed during the day’s session. If the student left any items unanswered or bookmarked from the day’s test items, the Examiner may prompt the student to return to any unanswered or bookmarked items.

- ☑ **Examiner/Proctor navigating a student’s test.** Examiners/Proctors for online SOL tests must not navigate any portion of the online test for the student. This includes,

but is not limited to: moving between questions; moving from the Review dropdown screen to questions marked *answered*, *not answered*, or *flagged with a bookmark*; exiting or submitting the test.

If a student needs assistance navigating the online test, the Examiner/Proctor may provide directions to the student, such as:

“To move to the next question, select the *Right Arrow*.”

“To go back to previous question, select the *Left Arrow*.”

“To go back to a question from the Review dropdown, select the question’s number.”

“To submit your test, select the *Submit Final Answers* button.”

For the VAAP—Examiners are permitted to sign in, navigate, and respond to items based on the needs of the individual student being assessed and in accordance with the procedures in the *Examiner’s Manual*.

- ☑ **Assistance with the zoom feature.** If a student needs assistance zooming in or out or returning the screen to the default screen size for an SOL test, the Examiner/Proctor may provide directions to the student:

On a PC or Chromebook:

“To zoom in, press the CTRL and + keys at the same time.”

“To zoom out, press the CTRL and – keys at the same time.”

“To return to the default screen size, press the CTRL and 0 keys at the same time.”

On a Mac:

“To zoom in, press the CMD and + keys at the same time.”

“To zoom out, press the CMD and – keys at the same time.”

“To return to the default screen size, press the CMD and 0 keys at the same time.”

On a touch screen device:

“To zoom in, touch two points on the screen, and then move your fingers away from each other.”

“To zoom out, touch two points on the screen, and then move your fingers toward each other.”

For the VAAP—Examiners are permitted to control the zoom and magnify accessibility tools for the student based on the student’s needs.

- ☑ **Assistance with hand-held calculators.** If a student’s calculator malfunctions or stops working, the Examiner/Proctor may replace it with another approved calculator for this test. Refer to the table, *State-Approved Calculators and Guidelines*, located in section 10 of this manual.

For the VAAP—VAAP participants may use a handheld calculator they are familiar with and have used in classroom instruction.

- ☑ **Student Inactivity.** If the Examiner/Proctor observes an inactive student during testing, the Examiner/Proctor may ask the student, **“Are you finished with your**

test?” If the student responds “No,” then the Examiner/Proctor may say, **“You need to continue working on your test.”** If the student responds, “Yes,” then the Examiner/Proctor should direct the student through the Submit process. After two hours of inactivity, TestNav will automatically *Exit* the student’s test. The Examiner must contact the STC to *Resume* the student’s test. Refer to the Troubleshooting, Section 5.3.3, for details.

- ☑ **Answer document monitoring.** Examiners/Proctors for paper SOL testing should check that students are only using a No. 2 Pencil to mark the answer document.
- ☑ **Circling in the test booklet.** Examiners/Proctors for paper SOL testing must not direct students to circle answer choices in their test booklets first and then transfer their answers to their answer documents. Examiners/Proctors may withhold answer documents only from students with the mark-in-test-booklet accommodation and direct the students to circle their answers in their test booklets. After testing, Examiners/Proctors, **not the students**, must then transcribe the circled answers to the students’ answer documents.
- ☑ **Paper tests answer selection.** If during a paper SOL test a student needs assistance with the mechanics of selecting a response, the Examiner/Proctor may provide directions to the student, such as: **“Fill in the circle on your answer document for the letter you have chosen.”**
- ☑ **Paper test prompting.** Examiners/Proctors for paper SOL tests must not prompt the student to go back to any specific questions, such as any left not answered or questions *multiple-marked*.
 - If an Examiner/Proctor notices the student left any questions not answered or *multiple-marked*, the Examiner/Proctor may only tell the student, **“Review your answer document carefully.”**
- ☑ **Collected answer document.** Once the student’s answer document has been collected it may not be returned to the student.

5.4.2 Answering student questions

Below are some frequently asked student questions and guidance on how to answer them.

- **Questions about test items.** If a student asks a question about a test item during the test, the student should be told, **“Read it carefully and choose the best answer.”** Help must not be given on specific test items and no clues should be given about the correctness of a student’s answer to a particular item. If in doubt, it is better to say that you cannot respond to the student’s question rather than risk violating standard procedures. Test questions may not be read to students unless specified by their IEPs, 504 Plans, or EL Assessment Participation Plans. If, after testing is complete, a student asks to discuss a question, the Examiner, Proctor, or teacher should remind the student that the test questions cannot be discussed.
- **Questions about mechanics/navigating.** Examiners or Proctors may answer students’ questions about the mechanics of testing, such as how to navigate to the next question, previous question, Review dropdown, and End Test screen.

Unless specified as an accommodation, the Examiner/Proctor must not navigate the test for the student.

- **Assistance with TestNav Tools.** If the student requests a description or the function of a tool, the Examiner/Proctor may read the specific tool's description from the test tools tables provided in the *Examiner's Manual*.
- **Assistance with the audio control box or audio tools for audio tests.** If a student requests assistance with the operation of the audio control box or audio tools, the Examiner/Proctor may read from the tables in the *Examiner's Manual* to provide the tool's function and operation to the student. (In this manual, refer to the Audio Control Box and Audio Tools tables in Appendix G.)

5.4.3 Allowing student breaks during testing

The Growth and SOL assessments are untimed, and ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. To minimize interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before beginning the testing session. A break is permissible for any student who requires one during testing. Students who are still testing by lunch time may be given a lunch break. All breaks must be supervised, and test security must be maintained at all times during the break. The student must not be allowed to discuss the test or course content in any way with anyone. The student must not have access to any educational materials or electronic devices during the break, and must not disrupt other students who are continuing to test. The student's test materials must not be accessible or viewable to other students. Student breaks must not be planned unless the accommodation is stipulated in the student's IEP, 504 Plan, or EL Assessment Participation Plan.

5.4.4 Identifying and resolving testing irregularities

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance
- inappropriately influences the reporting of student performance
- constitutes a breach in test security
- results in the improper implementation of mandatory student testing

Examiners are directed to report any testing irregularity to the designated STC immediately, and STCs are directed to report testing irregularities to the DDOT within 24 hours of their occurrence. While some irregularities may be resolved locally by the DDOT, most irregularities are forwarded within 24 hours by the DDOT to the Virginia Department of Education (VDOE) for review and guidance.

DDOTs are required to report certain irregularities to VDOE. All situations that involve the retesting of students, compromised testing procedures or policies, or student test record exclusions must be reported to VDOE. In some cases testing irregularities are reported to VDOE by concerned individuals, some of whom wish to remain anonymous, through means other than the normal reporting structure.

Examples of testing irregularities include, but are not limited to:

- while testing, a student becomes ill or leaves the testing room unescorted;
- during testing, a student accesses or has access to a cell phone or other electronic device, notes, study guide, etc.;
- during testing, a student is observed cheating;

- while testing, students are interrupted by PA announcements, alarm system, or drills;
 - an Examiner, Proctor, or teacher, or other person provides improper assistance to a student;
 - anyone who has not signed the *School Personnel Test Security Agreement* enters the testing room while secure test materials are exposed;
 - testing accommodations specified in a student's IEP, 504 Plan, or EL Assessment Participation Plan are not provided;
 - a student is provided an accommodation that is not specified in her/his IEP, 504 Plan, or EL Assessment Participation Plan;
 - a student is provided an inappropriate manipulative for the test;
 - a student's test booklet or used answer document is missing; and
 - any unused/unassigned test ticket or test booklet is missing.
- ☑ All testing irregularities must be reported using the Testing Irregularities Web Application System (TIWAS) and as directed by the DDOT. The *User's Guide for the Testing Irregularities Web Application System (TIWAS)* will provide step-by-step instructions for accessing TIWAS to report the division's testing irregularities. The *User's Guide* is located at:

**[www.doe.virginia.gov/testing/test_administration/testing_irregularities/
user_guide.pdf](http://www.doe.virginia.gov/testing/test_administration/testing_irregularities/user_guide.pdf)**

This website also has information for training purposes, including a PowerPoint presentation that provides an overview of the system.

- ☑ TIWAS can be accessed through the Single Sign-on for Web Systems (SSWS) provided by the Virginia Department of Education. The Web address for SSWS is as follows:

<https://p1pe.doe.virginia.gov/ssws/login.page.do>

- ☑ Access to TIWAS must be given to the DDOT, STC, and any other appropriate personnel by the Account Manager in your division for the SSWS as directed by the DDOT. You may already have access to the SSWS for other applications and will need the Account Manager to add Testing Irregularities as an available application.
- ☑ DDOTs may have the STCs enter irregularities directly into TIWAS or may have them document incident(s) on the *Test Irregularity Form* in Appendix E. All testing irregularities should be submitted to the DDOT within 24 hours of occurrence.
- ☑ If irregularities are reported to the DDOT on the *Test Irregularity Form*, the DDOT or designee will be responsible for entering them into TIWAS.
- ☑ Once the irregularity is submitted to VDOE, VDOE will return a response to the DDOT via TIWAS within 24–48 hours after receiving the irregularity. Before any division staff attempt to resolve the irregularity, they must wait for the guidance from VDOE. Division staff must follow the directions provided by VDOE to resolve the irregularity. If a response is not received within 48 hours, please call assessment staff to ensure the irregularity was received.

5.4.5 Setting up irregularity sessions for online testing

DDOT ☒ Irregularity sessions may be created before online testing begins for each subject, not group (for example, *Algebra I* irregularities), at each school. If a student is unable to complete his/her test after he/she begins, have the student **Exit** from TestNav. **Do not have the student select the *Submit* button; this will submit his/her test for scoring.**

DDOT ☒ Once the student has exited TestNav, move that student in the online system from that session to the Irregularity session.

NOTE: The Irregularity session should **never be started**, nor should Student Testing Tickets ever be generated until directed to do so by the Virginia Department of Education.

5.4.6 Reporting problems/errors on VAAP or SOL Assessments

If during a testing session, a student reports that a test question and/or answer choice contains an error, the Examiner or Proctor has been instructed to record the name of the student, subject area, test level, question number, and a brief statement describing the student's concern. However, under no circumstances are Examiners/Proctors to write down the test question or answer or discuss it with the student or with other staff members. The student should be told that the concerns will be reported. The student may continue with the test, and the Examiner/Proctor may tell the student to **"Read the question carefully and choose the best answer."** The Examiner/Proctor is to notify the STC of the student's concern, and the STC will, in turn, contact the DDOT. The STC should provide the form number the student used in the report to the DDOT. Do not communicate information related to the test questions and/or answer choices through electronic mail or in any other manner that will jeopardize the security of the test item.

- ☒ Only the DDOT should notify the assessment staff at the Virginia Department of Education of any reported errors or concerns by phone or the Single Sign-on for Web Systems (SSWS). If using the SSWS to report an error on a secure test item, upload the file via the "Dropbox" application to the Virginia Department of Education, Receiver: Monroe, Jane.

NOTE: Please do not use the Test Irregularities Web Application System (TIWAS) to submit student reported errors of test items.

- ☒ The Virginia Department of Education will investigate the problem and provide a follow-up report to the DDOT.
- ☒ Provide directions to Examiners and Proctors regarding proper responses to student questions about test items. For example, if a student says, "I don't understand this item," the Examiner should respond, **"I can't discuss the items with you."** If, after testing is complete, a student asks to discuss a test question, the Examiner, Proctor, or teacher should remind the student that test questions cannot be discussed. Refer to Section 5.4.2 for guidance.

5.4.7 Marking Test Complete guidelines

Students completing classes in the Spring semester requiring an SOL or VAAP test must be accounted for via an online test or a paper answer (for paper SOL tests only) document. This includes students who were not tested because:

- they were exempt due to EL status as specified in the EL Assessment Participation Plan;
 - they were absent during the entire test window;
 - their parent/guardian refused to permit the student to test;
 - they refused or were disruptive;
 - they cheated; or
 - they were involved in a medical emergency and unable to return during the test window to take the test.
- ☑ To account for a student using PearsonAccess^{next}, an online test record may be submitted by selecting the *Mark Test Complete* button and selecting the testing status reason from the dropdown in PearsonAccess^{next}.

Refer to PearsonAccess^{next} Online Support, located at <https://support.assessment.pearson.com/x/BYDy>, for more information on marking a test complete.

- ☑ Students who are retesters (students who have passed the course but failed the SOL) or are enrolled in a remediation program do not have to be accounted for if they are not tested.
- ☑ Because absent students are to be afforded an opportunity for make-ups, **do not mark an absent student's test complete until the end of your testing window**. Only the DDOT or STC has authorization to mark a test complete and assign a testing status.
- ☑ Follow established guidelines regarding the Mark Test Complete functionality. The guidelines are explained in terms of non-test irregularity and test irregularity situations. In the case of test irregularities, follow the procedures in Section 5.4.7.2 before marking a test complete. Once a test is in "Stopped" status, an alternate form cannot be assigned.



IMPORTANT: *If a student has already logged into the test, it is always better to have him/her EXIT the test if it cannot be completed. Students in an Active, Exited, or Resume status will not be accounted for in the online system. In addition, an alternate form can be assigned for an Active, Exited, or Resume status if needed.*

5.4.7.1 Marking a test complete for non-test irregularity situations

- DDOT** ☑ There are some situations **not involving a test irregularity** in which students were not tested but must be in Completed status. These students must have a testing status code. More information about assigning testing status codes may be found in Section 6.2.1, "Testing Status." Status codes are not assigned to students who are designated as retesters for verified credit and who do not test.

5.4.7.2 Marking a test complete for online test irregularity situations

DDOT

- ☑ In the event of a test irregularity, you will receive specific instructions about how to handle the student record. **Before marking a test complete, please wait for a response from VDOE regarding resolution for the irregularity.** You can move the student (if in Exited or Resumed status) to a non-started test session in order to stop the current session by the end of the day.
- ☑ When the student is authorized to take the alternate form online, the DDOT will receive specific directions regarding the method in which the alternate form is to be delivered. An alternate form can only be assigned by the DDOT via the online system. Refer to PearsonAccess^{next} Online Support, located at <https://support.assessment.pearson.com/x/BYDy>, for more information on marking a test complete.
- ☑ In general, the following irregularities may require a test to be marked complete.
 - If a student is found to have cheated on an online test either before or after logging into the test, mark the test complete and assign Testing Status “07—Student Cheated.”
 - If a student is found to be disruptive or refuses to take/finish an online SOL test either before or after logging into the test, mark the test complete and assign Testing Status “50—Refusal/Disruptive.”

Do not mark the test complete until it is known that the student will not be returning to take an alternate form of the test during the division's test window.

5.4.8 Struggling EL students on Grades 3–8 Reading tests

Testing may be discontinued after an EL student has had sufficient time to answer items on the *Reading* test and indicates that he/she is unable to complete any more items. Students must answer at least five items (not including the samples) to be counted as a participant in the SOL *Reading* test.

- When the Examiner encounters this situation, the Examiner is instructed to have the student *Sign out* of TestNav. The student's test will appear in *Exited* status. The STC/DDOT must mark this test complete and select “no testing status” on the testing status dropdown menu. If this test is then alerted, the student answered fewer than five questions, and an irregularity must be submitted to VDOE. If the student answered five or more questions, the test will not alert and will be scored as is.

5.4.9 Struggling Students on VAAP Test

If a student who is participating in the VAAP has difficulty responding to questions or indicates in some manner that they cannot continue, the Examiner should follow these guidelines:

- Items must be presented to the student before skipping them.
- The student may skip the item and be presented the next item.
- At the conclusion of the day's test session, the Examiner may only review the test items completed during the day's session. If the student left any items unanswered or bookmarked, the Examiner may prompt the student to return to any unanswered or bookmarked items. For any items the student is not able to answer, the Examiner should record “DNA” for “Did Not Answer,” in the Examiner's Copy of the test in the space provided.

- The student's test may be *Exited* for the day, and the student may try again on another day, picking up where the student left off. The student may not return to any items answered or left unanswered from a previous day. The intent of the test administration is not to begin testing and then stop testing to provide instruction and then resume testing.
- If the student's attempt at the test must be stopped entirely, the Examiner *Exits* the student's test. The student responses to all attempted questions must be transcribed/entered into TestNav. After the transcription of student responses into TestNav, do one of the following based on the number of questions answered:
 - If the student answered five or more items, not including the samples, the test may be submitted as is.
 - If the student answered less than five items, not including the samples, the test is placed in *Exited* status and must be marked complete by either the STC or DDOT who apply "no testing status" on the testing status dropdown menu. The test should alert and the STC/DDOT must submit an irregularity to VDOE.
 - Discontinuing testing will impact the student's score.

5.5 Make-Up Testing Sessions

STC

- ☑ All students who are absent or miss a VAAP or SOL regular test session (paper or online) must be provided with an opportunity to take, on a make-up basis, the test(s) they missed.
- ☑ Verify the local testing window for make-up testing sessions with the DDOT.
- ☑ All make-up sessions must be completed in time to submit materials to meet the local deadlines set by the DDOT.
- ☑ Schedule make-up sessions as necessary and secure appropriate numbers of Examiners and Proctors for these sessions.
- ☑ Contact the DDOT if additional testing materials are needed for make-up testing sessions.
- ☑ After make-up sessions have been completed, submit the answer document of each student who has taken a make-up test with the answer documents used by students in her/his regular classroom.

5.5.1 Paper test make-up sessions

- ☑ All paper make-up sessions must be completed in time for the DDOT to ship all answer documents to Pearson no later than by the last day of the division's test window.
- ☑ Students taking SOL or VAAP tests will use a test booklet from the school's original order of main materials. However, for SOL test irregularities that require retesting using the alternate multiple-choice form as directed by the Virginia Department of Education, you must request the **alternate forms** from your DDOT.
- ☑ After make-up sessions have been completed, bundle the SOL answer document of each student who has taken a make-up test with the answer documents used by students in her/his regular classroom. Students completing VAAP tests will have their responses entered in the online test in TestNav. No paper answer documents are used or submitted to Pearson for scoring.

- ☑ At the close of the last testing session, Examiners are instructed to inspect the students' SOL answer documents, verify the testing materials, as directed by the STC, and organize and return all test materials to the STC. For detailed information, refer to the *Supplement to the Examiner's Manual*.

5.5.2 Online test make-up sessions

- ONLINE**
- ☑ For make-up sessions, students will take the same test form taken by other students on the regular testing date(s).
 - ☑ Students who are absent on the day of testing must either be moved from the testing session and placed in a make-up session or their test must be locked at the end of the day. Students in started sessions who are in a status other than *Completed* or *Marked Complete* must be locked at the end of the day.

5.6 Term Graduate Testing

- ☑ For the 2021–2022 school year, students pursuing a Standard or Advanced Studies Diploma who are scheduled to graduate by the end of August 31, 2022, and who need certain verified credits in order to graduate, are considered to be Term Graduates for the Spring 2022 *Writing* and *Non-Writing* Administrations.

Term Graduates will take designated **Term Graduate Form Group Type Context** forms.

- ☑ **Assigning forms for online testing:** Staff creating test sessions in PearsonAccess^{next} for Term Graduates must select the **Term Graduate Form Group Type Context**, and then select the appropriate “attempt” from the drop-down menu in order to ensure previously equated forms are used for Term Graduate testing.

NOTE: Students who are Term Graduates and taking *Writing* tests only get two test opportunities. Refer to the *Writing* test schedule for the dates of the two online *Writing* Term Graduate test windows.

- ☑ **Assigning forms for paper testing:** Refer to the Term Graduate Forms Matrix provided to the DDOT from Pearson when determining the correct Term Graduate form. The Term Graduate first opportunity assigned should be the Regular/Read Aloud, Regular Audio, Large Print, or Braille First Attempt form. If a failing score is received back from Pearson, the DDOT may order the **Second Attempt** form listed on the forms matrix for the student's second attempt. If needed, the **Third Attempt** or **Fourth Attempt** opportunity may be given (if forms are available), after remediation.

NOTE: Students who are Term Graduates and taking *Writing* tests must take both attempts back to back without receiving a score between attempts. For details on Term Graduate *Writing* test details, refer to Section 9.

5.7 Expedited Retake Testing

The Expedited Retake test is an optional opportunity for students to retake a failed SOL *Non-Writing* test during the same administration. **NOTE:** Students participating in the VAAP tests will not participate in any Expedited Retake testing.

- The DDOT or STC should schedule Expedited Retake test sessions within three weeks of the initial test's score reporting, but no later than the last day of the state test window (refer to the schedule in the front of this manual).
- Expedited retake tests should be coded as retest in PearsonAccess^{next}; refer to Section 5.7.5 for details.
- Divisions are urged to offer remediation to students before the expedited retake attempt; however, expedited retake tests for students in grades 9–12 do not qualify for the Recovery code.

Follow the guidance in Sections 5.7.1 and 5.7.2 to determine the eligibility of students for an Expedited Retake.

5.7.1 Eligibility for expedited retakes of Grades 3–8 and EOC SOL *Non-Writing* tests administered to meet Federal Accountability requirements only.

The student must have a passing grade in the class associated with the test and one of the following:

- The student failed the test by a narrow margin as defined as a scaled score of 375–399 or
- The student failed the test with a scaled score below 375 and
 - had a documented extenuating circumstance that prevented him/her from performing at the expected level and/or
 - there was a significant discrepancy between the student's SOL test score and his/her typical academic performance

Extenuating Circumstance

An extenuating circumstance is defined as an unusual and uncontrollable event that negatively impacted a student's test performance. Examples of extenuating circumstances may include, but are not limited to, the recent death of a family member, friend, or pet; a traumatic home situation, or other significant personal distress or disruption that does not qualify for irregularity retesting. Generally, school staff identify such situations before the student begins testing so that the testing session may be rescheduled. However, there are incidences where the circumstances affecting the student are not known until after testing has begun.

Significant Achievement Discrepancy

Evidence that the SOL test score is significantly lower than expected based on the student's typical level of achievement may be used to justify retesting. Data used to establish the student's typical performance may include previous SOL test data in the same content area or evidence of the student's current academic achievement.

Required Documentation

School divisions will maintain documentation of the unusual circumstances experienced for each student retested under the extenuating circumstances provision and evidence of the student's typical academic achievement for those retesting under the significant achievement discrepancy provision. Documentation will be subject to periodic review by Department staff on behalf of the Board. Information gathered during the reviews will be used to provide technical assistance to school divisions and may be shared in summary form with the Board.

Parental Permission

Prior to any expedited retake for students who have failed an SOL test for grades 3–8, school divisions shall obtain and thereafter maintain documentation annually of affirmative parental consent and permission for their child to take an expedited retake. Parents of eligible students shall be notified:

- of the opportunity to retake the test(s);
- that the decision not to retake any or all of the test(s) will not impact their child's grade or academic record; and
- of the opt-in requirement.

5.7.2 Eligibility for expedited retakes for EOC SOL tests needed for Verified Credits

The following criteria shall be used in determining the eligibility of students for an expedited retake of an end-of-course test for verified credit.

The student must need the test for verified credit, have a passing grade in the course associated with the test, and have met one of the following:

- Failed the test by a narrow margin defined as a scaled score of 375–399, or
- Failed the test by any margin and had extenuating circumstances that would warrant retesting

Extenuating circumstances will be defined by the local school division superintendent but must be restricted to situations that specifically affect the student who is being retested. Extenuating circumstances may include the need to pass the test to graduate.

5.7.3 Ordering materials for Expedited Retakes

If you have students who will be taking paper SOL *Non-Writing* tests under the Expedited Retake policy, refer to the forms matrix for paper tests. If a form is listed in the Expedited Retake column, order that form using Additional Orders in PearsonAccess^{next}. If you have any questions about which forms should be administered, contact the assessment staff of the Virginia Department of Education.

5.7.4 Creating online sessions for *Non-Writing* Expedited Retakes

Expedited Retake SOL test sessions may be created in advance and students added later; however, they should not be started until the day of testing. While you are not bound by the scheduling information entered when creating a test session, it is recommended that the day and time be as accurate as possible. The test session information including session name, date, time, and duration may be modified up until the time the session is started.

ALL students (those who originally tested online or with paper) who meet the Expedited Retake criteria are eligible for taking the retakes online. When the session is created, the ***Expedited Retake Form Group Type Context*** must be selected.

5.7.5 Coding Expedited Retake tests in PearsonAccess^{next}

The DDOT or STC finalizes student demographics and test specific information for Expedited Retakes taken online or with paper. Be sure that the Retest value is selected on the Students in Sessions screen for every student who is retaking the test under the Expedited Retake policy in the Fall *Non-Writing* Test Administration. Students who are taking an SOL for the **first** time, even if in *Expedited Retake Form Group Type Context* (or using an Expedited Retake form), should **not** have the Retest field completed.

Because the Expedited Retake test is optional for the student, do not account for students who do not retest under the Expedited Retake opportunity.

6. SPECIFIC DUTIES OF THE STC: AFTER TESTING

6.1 Receive All Testing Materials from Examiners

Paper SOL tests: The STC should follow the procedures outlined in Section 7.3 in the *Supplement to the Writing and Non-Writing Test Implementation Manuals* in order to account for all test materials, ensure the accuracy of the coding on students' answer documents, supervise the transcription of student responses, bundle answer documents, and transmit test materials to the DDOT.

For online tests, follow the procedure below:

- Examiners are instructed to return all test materials to the STC after each day of testing. This includes Student Testing Tickets, Proctor Testing Tickets (if read-aloud session), all VAAP student and Examiner test copies, used and unused scratch paper, the test session roster (optional), *Examiner's Manual*, and any test manipulatives/materials.
- The STC counts the test tickets and initials the *Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors* to verify that all test tickets have been returned.
- Use the *VAAP Transmittal Form and Affidavit for Student Testing Resources* to account for VAAP materials.
- The STC provides the affidavit to Test Examiners/Proctors to sign.

6.2 Complete Coding of Student Demographic Information

6.2.1 Testing Status

After all make-up testing sessions are finished, select the Testing Status code to explain why a student did not take or complete the required SOL or VAAP test. The Testing Status code may be applied to either completed processed online tests or completed processed SOL paper tests by completing the status code box on the students' Test Details screen in PearsonAccess^{next}. Table 5 describes the coding options. Contact the student assessment staff at the Virginia Department of Education if you have a situation in which a student was not tested and none of the codes in Table 5 apply.

Table 5. SOL Testing Status Codes

Testing Status:	Apply testing status if:
1 = Absent	The student was absent from the regular session and was never present to make up the test for the remainder of the division's test window.
3 = English Learner Exempt <i>Virginia Studies or Civics & Economics</i> and Grade 8 <i>Writing</i>	The student was determined eligible for a one-time exemption by way of her/his <i>EL Assessment Participation Plan</i> . Applicable only to students in grades 3–8 for the <i>Virginia Studies or Civics & Economics</i> SOL test and students in grade 8 for the Grade 8 <i>Writing</i> SOL test. Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions. This testing status does not apply to the VAAP.
4 = Medical Emergency	The student was absent for the entire testing window due to hospitalization or serious illness, or has a medical condition that renders the student unable to test. Significant medical emergencies must be documented by a medical professional.
6 = Did Not Attempt <i>Reading, Mathematics, or Science</i> Test	The student was enrolled but not assessed in <i>Reading, Mathematics, or Science</i> and no other testing status code applies. The division is required to file a testing irregularity with VDOE to document the circumstance.
7 = Student Cheated	The student was determined by the school division to have cheated. (Student receives a score of zero.) This testing status does not apply to the VAAP.
8 = Did Not Attempt <i>Writing or History/Social Studies</i> Test	The student was enrolled but not assessed in <i>Writing or History/Social Studies</i> and no other testing status code applies. The division is required to file a testing irregularity with VDOE to document the circumstance. This testing status does not apply to the VAAP.
9 = Student Already Passed This Test	The grade 3–8 student has been <u>retained</u> (in grades 3–8) and has passed this test previously. Refer to the NOTE in this table regarding testing of accelerated students in grades 3–8.
11 = English Learner Exempt <i>Reading</i>	ELs who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL <i>Reading</i> test in grades 3–8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for EOC <i>Reading</i> . Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.
50 = Student Refusal/Disruptive	The student refused to take the test or the student was too disruptive to test. (Student receives a score of zero.)
51 = Parent Refusal	The parent/guardian refused to permit the student to take the test. (Student receives a score of zero.)
52 = Refusal Due to COVID-19	The parent/guardian refused to permit the student to take the test due to COVID-19 concerns. (Student receives a “No Score” on the test.) NOTE: VDOE will communicate to DDOTs if this status will be available for the Spring 2022 Test Administrations.

Table 5. SOL Testing Status Codes, continued

NOTE: Under the requirements of Every Student Succeeds Act (ESSA), students in grades 3–8 must be assessed at each grade level in reading and mathematics. Status 9 cannot be used in a situation in which an accelerated student in grades 3–8 passes the test from a higher grade level and is then promoted and is assigned to a reading/mathematics class in which he/she passed the reading/ mathematics SOL in a previous grade. For example, if a student passes the Grade 7 *Mathematics* SOL test in grade 6, is promoted to grade 7 but is then re-assigned to a grade 7 mathematics class, the student may not be coded testing status 9 on the Grade 7 *Mathematics* test. Testing Status 6 usually applies to this type of circumstance and the division is required to file a testing irregularity with VDOE to document the circumstance. This policy also applies to EOC *Reading* and *Mathematics* tests given in grades 3–8 to accelerated students.

- ☑ **Refusals.** Students enrolled in Virginia public schools are required to complete the applicable SOL assessments. If, however, parents refuse to have their student participate in one or more of the required Virginia assessments, the following procedures should be followed within the school division:
 - The parents should be informed that their student’s score report will reflect a score of “0” for any test that is refused.
 - The school is strongly encouraged to request a written statement from parents indicating the specific test(s) the parents refuse to have their student complete. The document should be maintained in the student’s file as a record of the decision.
 - To account for the student, a test record for the refused test(s) is to be submitted for scoring with a Testing Status 51 coded to indicate the refusal was requested by the parent.

If a parent or student refuses an opportunity to retake an end-of-course SOL test that the student previously failed or refuses an expedited retake test opportunity, no test record would be submitted because the student was already accounted for by the initial test attempt. The parent and student should be made aware of any potential impact that not earning a verified credit may have on the student’s attempt to graduate or meet specific diploma requirements.

☑ **Coding an Online SOL or VAAP Test with a Testing Status:**

To account for a student who did not take/complete an SOL test due to an appropriate status condition, noted in Table 5, mark the test complete in the started test session and select the testing status reason from the dropdown in PearsonAccess^{next}.

☑ **Coding a Paper SOL Test with a Testing Status:**

To account for a student who was not tested, Field H, *Testing Status*, on the answer document may be completed. Then the answer document is sent to Pearson with the other students’ answer documents. However, it is preferred that you use the online system to account for a student who qualified for a paper SOL test but was not tested. Access the student’s test assignment in PearsonAccess^{next} and change the format from paper to online. Create a test session and assign the student to the session. Start the session and mark the test complete and select the testing status reason from the dropdown in PearsonAccess^{next}.

- ☑ **Do not submit a test with a testing status code for any EOC or Term Graduate student designated as a retester.** A retester is a student who has passed the course and has failed the SOL test prior to this administration and needs this test for verified credit in order to meet his/her specific diploma requirements.

- ☑ **Substitute Tests:** Divisions that have students who take an approved substitute test for verified credit or Federal accountability submit score data directly to the Virginia Department of Education via the *SOL Substitute Test (SOL Sub Test)* application within the Single Sign-on for Web Systems (SSWS) from November 2021 to August 2022 for substitute tests taken during the time frame: Summer 2021, Fall 2021, and Spring 2022. Consult the SSWS SOL Sub Test application to determine the availability of the collection window. DDOTs will enter only the highest score earned by the student for the substitute test. Refer to the *SOL Substitute Test (SOL Sub Test)* application for directions.

Refer to the document *Substitute Tests for Verified Credit* for the list of approved substitute tests at:

www.doe.virginia.gov/testing/substitute_tests/index.shtml

6.2.2 Special Test Accommodations

Test Accommodations should be completed only by an STC, Examiner, or another designated school staff member.



IMPORTANT: *The STC should work with appropriate local staff to determine which students need to be provided with testing accommodations as specified by their Individualized Education Plans (IEPs), 504 Plans, EL Assessment Participation Plans, or due to a documented temporary condition. If you have any questions about the testing of a particular student, contact your DDOT.*

After testing, the special test accommodation codes used by the student must be documented in PearsonAccess^{next}. The accommodation codes may be selected on the student's Test Details screen after the test has been processed by Pearson. Since all accommodation codes available for a test may not be listed on the paper answer document, testing accommodations provided to students should be coded to processed paper tests in PearsonAccess^{next}. Testing accommodations must be specified in the student's IEP, 504 Plan, EL Assessment Participation Plan, or in the documentation of a temporary condition. All accommodation codes that apply to a student must be completed; **accuracy is critical**. Refer to Appendix B, Special Testing Accommodations, for details regarding selected accommodations available for students with disabilities and ELs.

NOTE: Paper answer documents do not list all accommodation codes available for a test. Accommodation codes must be applied to the student's test record in PearsonAccess^{next}.

The *Table of Testing Accommodations* in Appendix B defines the special testing accommodations that correspond to the codes in PearsonAccess^{next}.

For VAAP tests and coding the student's individual test accommodations, refer to Section 8.5.

Code 27—VDOE Approved Special Accommodation Request should be completed when directed, to identify a special assessment accommodation that was approved by the Virginia Department of Education and was provided to a student. These special assessment accommodations are not listed on the *Table of Testing Accommodations Available for the Growth Assessments and Non-Writing Tests* in Appendix B. Refer to Appendix B for detailed information about the process to request Special Testing Accommodations.

Students with temporary conditions requiring test accommodations—Students may be provided with appropriate special test accommodations needed to access the Virginia Assessment Program tests if they have a documented temporary condition such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file.

How to code a student in PearsonAccess^{next} with a temporary condition—The **Temporary Condition** code may be uploaded into PearsonAccess^{next} by a Student Registration Import (SRI) file, or coded manually using the following steps:

- Log in to PearsonAccess^{next} and select *Students* under the *Setup* dropdown.
- Find the student using his or her name or STI, then select the box next to his or her name. Then, under the *Select Tasks* dropdown, select “Register Students.”
- On the Register Students screen, select “Yes” in the Temporary Condition drop-down box, and click *Save* to apply the change.

After testing, the special test accommodation used by the student must be documented in PearsonAccess^{next}. The accommodation codes may be selected on the student’s Test Details screen after the test has been processed, or if testing via a paper test, by darkening the appropriate oval(s) in Field I, *Special Test Accommodations*, on the student’s answer document. Refer to Appendix B for Special Test Accommodations.

6.3 Conduct Transcription of Student Responses

The following information should be used for *Writing* and *Non-Writing* SOL tests. For details regarding transcription of student responses on the VAAP test, refer to Section 8. Transcribing students’ test responses is **only** available for students with certain accommodations as stated in their IEPs, 504 Plans, EL Assessment Participation Plans, or due to a documented temporary condition.

- ☑ In the case of a damaged answer document or an irregularity, the DDOT authorizes transcription of the student’s demographic information and multiple-choice answers onto a new answer document. Have a second school official verify the transcription and ensure that no errors occurred; write the word “VOID” on the demographic page of the original answer document; and return it to the DDOT. **NOTE: The student’s responses must not be altered in any way.**
- ☑ In the case of an accommodation provided requiring transcription, ensure that the student has recorded her/his answers elsewhere, such as an audio/video, electronic device, printed copy, circled in the test booklet, or marked on a separate sheet of paper.
- ☑ Designate an Examiner or another school staff member to perform this transcription. Ensure that the student’s responses are transcribed exactly and not altered in any way.
- ☑ Have the transcription verified by a second school staff member.



IMPORTANT: Refer to Appendix B, *Transcription of Student’s Answers—Information for all Assessments*, for detailed information.

- ☑ For students who have the mark in test booklet accommodation, the regular answer document and the marked test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The student’s name should be clearly printed on the test booklet and the booklet returned with all other secure materials to Pearson. If a discrepancy is discovered after the division has returned their secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

More detailed information about procedures for transcription is in Appendix B.

6.4 Prepare and Transmit Affidavits and Forms

NOTE: Separate Affidavits and forms are required for the VAAP 2021–2022, *Writing* 2021–2022, and Spring 2022 *Non-Writing* and Grades 3–8 *Reading and Mathematics* 2021–2022 test administrations. Refer to the directions on the forms for assistance.

- ☑ After all test materials have been returned to your DDOT, complete the *School Affidavit* in Appendix A, sign and date it, and have the building principal sign and date it. This form must be returned to the DDOT by the date specified in your local instructions.
- ☑ Transmit all signed *School Division Personnel Test Security Agreement* forms to the DDOT.
- ☑ Transmit all forms used for secure materials accounting to the DDOT, including transmittal forms and Examiner/Proctor affidavits.

Table 6. STC Disposition of Test Materials

	Item(s)	Required Signatures	Disposition
Scorable test materials	<ul style="list-style-type: none"> SOL answer documents (includes completed and partially completed) Header Sheet 	None	Packed separately by test administration in new/original cartons and returned to the DDOT per local instructions
	<ul style="list-style-type: none"> All VAAP, Writing, and Non-Writing test booklets and prompts All student and Examiner copies of the VAAP tests; all envelopes containing VAAP student test copies, test pieces, and Interpreting/Transliteration notes Braille and large-print test booklets and audios, and Examiner's copies of test booklets Audio copies of test booklets 	None	VAAP, Writing, and Non-Writing materials must be returned to the DDOT in separate cartons per local instructions Large-print test booklets are packed in original boxes and returned to DDOT.
Non-scorable, secure test materials	<ul style="list-style-type: none"> Used (written on) <i>Mathematics</i> formula sheets, z-tables, and copies of the <i>Periodic Table of the Elements</i> Damaged and/or "VOID" answer documents Used scratch paper written on by students All Testing Tickets and seal codes 	None	Packed in separate cartons (not to be included with answer documents or test booklets) and returned to the DDOT or securely destroyed per local instructions
	<ul style="list-style-type: none"> Student paper, audio, or electronic responses used for transcriptions Audio/video/electronic copies of testing sessions (e.g., read-aloud, interpreting, etc.) 	None	Returned to DDOT
Required forms	<ul style="list-style-type: none"> Test Irregularity Form (if used) 	STC	Submitted to DDOT within 24 hours of occurrence
	<ul style="list-style-type: none"> Locally required accounting documents for secure materials and/or <i>Transmittal Forms and Affidavits for Examiners/Proctors</i> Assembly ID Sheets for test booklets including those with discrepancies School Division Personnel Test Security Agreements 	As stipulated on the form	Returned to the DDOT per local instructions
	<ul style="list-style-type: none"> School Affidavits 	STC/Principal	
Non-scorable, non-secure test materials	<ul style="list-style-type: none"> Test Implementation Manual 	N/A	Dispose of according to local procedures.
Non-secure materials	<ul style="list-style-type: none"> Examiner's Manuals Supplements to the Examiner's Manuals Supplement to the Writing and Non-Writing Test Implementation Manuals Unused answer documents, paper bands, and Header Sheets 	N/A	Retain for future administrations.
	<ul style="list-style-type: none"> Calculators, compasses, protractors, angle rulers, and rulers 	N/A	Store according to DDOT directions.

7. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING

7.1 Paper SOL Testing

If your division administered any paper SOL assessments during this test administration, refer to the *Supplement to the Writing and Non-Writing Test Implementation Manuals* for the specific information regarding the DDOT's management of the paper test materials after testing.

For paper test administrations, it is important to ship answer documents soon after testing in order to receive scores back in time to administer additional Term Graduate test opportunities or retests under the Expedited Retake policy prior to the close of the division's test window.

The answer documents and test booklets from each of the administrations must not be co-mingled with any other test administration.

You will ship paper answer documents from each of these test administrations separately:

- *Writing 2021–2022*
- *Grades 3-8 Reading and Mathematics 2021–2022* **NOTE:** Do not include answer documents for Grades 5 and 8 *Science, Virginia Studies, or Civics & Economics tests*. Ship these tests with the other Spring 2022 *Non-Writing* answer documents.
- *Spring 2022 Non-Writing*

You will ship test booklets/prompts from each of these administrations separately:

- *VAAP 2021–2022*; Be sure to return the original student's test and Examiner's Copy and all additional copies and any loose pieces of the student's copy placed into envelopes labeled with the student's name, test name and level.
- *Writing 2021–2022*
- *Grades 3–8 Reading and Mathematics 2021–2022* **NOTE:** Do not include test booklets for Grades 5 and 8 *Science, Virginia Studies, or Civics & Economics*. Ship these test booklets with the other Spring 2022 *Non-Writing* test booklets.
- *Spring 2022 Non-Writing*

7.2 Complete and Return the *School Division Affidavit*

- ☒ Separate Affidavits are required for the VAAP and SOL tests.
- ☒ Complete the *School Division Affidavits* (Appendix A).
- ☒ Scan and email each signed affidavit to the Virginia Department of Education no later than the deadline published in each schedule located in the front of this manual.

7.3 Review Disposition of All Test Materials

- ☒ The STC has been instructed to follow your directions regarding the disposition of the following materials:

Non-Secure

- *Examiner's Manual*
- *Supplement to the Examiner's Manual*
- *Test Implementation Manual*
- *Supplement to the Writing and Non-Writing Test Implementation Manuals*
- unused answer documents

Secure

- used and unused student and Proctor Testing Tickets
- used and unused seal codes
- scratch paper, *Mathematics* formula sheets, z-tables, and copies of the *Periodic Table of the Elements* that have been written on by students
- damaged and/or “VOID” answer documents
- student paper, audio, electronic, or electronic responses used for transcriptions
- audio/video/electronic copies of testing sessions (such as read aloud)
- ☑ *Mathematics* formula sheets, z-tables, and copies of the *Periodic Table of the Elements* that have been written on, all Student and Proctor Testing Tickets, seal codes, and used and unused scratch paper must be securely destroyed (by shredding or burning).
- ☑ You may have STCs securely dispose of some of these materials as described below or you may have them returned to you.
- ☑ All used and unused student and Proctor Testing Tickets, seal codes, and used and unused scratch paper must be securely destroyed (by securely shredding or burning).
- ☑ Other materials, except as noted in the following bullet, may be recycled or thrown away.
- ☑ VAAP testing materials should remain in secure storage in the division until scores have returned. Ship VAAP secure test materials to Pearson within 3 weeks from the receipt of the VAAP scores.
- ☑ The following materials must be kept secure in the division until scores have been returned from Pearson and verified and Authorization to Report (ATR) is approved for the test administration. Then the materials may be securely destroyed: answer documents marked “VOID,” student paper, audio, electronic, or video responses used for transcriptions, and audio, electronic, or video copies of testing sessions.

NOTE: Instruct the STCs to retain the *Examiner's Manuals* so that they may be reused in the Spring and Summer SOL test administrations.

- ☑ Instruct STCs on procedures for storing calculators, rulers, compasses, and protractors/angle rulers. Do **not** pack these materials with the test booklets that are returned to Pearson. There is no requirement that you inspect any of these materials.
- ☑ Refer to Table 7, DDOT Disposition of Test Materials, to review your division's disposition of all testing materials.

Table 7. DDOT Disposition of Test Material

	Item(s)	Required Signatures	Disposition
Scorable test materials	<ul style="list-style-type: none"> SOL answer documents (includes completed and partially completed) bundled behind <i>Header Sheets</i> 	None	Packed in new/original cartons shipped by UPS (overnight) to Cedar Rapids, IA; Grs. 8 and EOC <i>Writing</i> use Blue labels; Grs. 3–8 <i>Reading</i> and <i>Mathematics</i> (only) use Olive labels, Spring 2022 <i>Non-Writing</i> use Pink labels.
Non-scorable, secure test materials	<ul style="list-style-type: none"> Test booklets/Prompts Braille and large-print test booklets and Examiners' copies of test booklets Audio copies of test booklets All envelopes containing VAAP student test copies, test pieces, and Interpreting/Transliteration notes <p>NOTE: Ship VAAP secure test materials to Pearson within 3 weeks from the receipt of the VAAP scores.</p>	None	<p>Packed and shipped by UPS (ground) to Cedar Rapids, IA; VAAP use Yellow labels, Grade 8 and EOC <i>Writing</i> use Green labels; Grs. 3–8 <i>Reading</i> and <i>Mathematics</i> (only) use Purple; Spring 2022 <i>Non-Writing</i> use Peach labels.</p> <p>Large-print SOL test booklets and braille tests are packed in original boxes and returned to Pearson using the corresponding administration label color.</p>
	<ul style="list-style-type: none"> All Testing Tickets and seal codes Used (written on) <i>Mathematics</i> formula sheets, z-tables, and copies of the <i>Periodic Table of the Elements</i> Used (written on) scratch paper 	None	Securely destroy according to local procedures.
	<ul style="list-style-type: none"> Damaged and/or "Void" answer documents Student paper, audio, or electronic responses used for transcriptions Audio/video/electronic copies of testing sessions (e.g. read-aloud, interpreting, etc.) 	None	Keep secure in the division. After scores are reported and are verified, securely destroy according to local procedures.
	<ul style="list-style-type: none"> <i>Test Irregularity Form(s)</i> (if needed) 	STC/DDOT	Submitted to VDOE through TIWAS if applicable

Table 7. DDOT Disposition of Test Material, continued

	Item(s)	Required Signatures	Disposition
Required Forms	<ul style="list-style-type: none"> Locally required accounting documents for secure materials and/or <i>Transmittal Forms and Affidavits for Examiners/Proctors</i> 	Per local requirements	Retained in DDOT's file in accordance with the local Records Retention and Disposition Schedule
	<ul style="list-style-type: none"> <i>Packing List/Transmittal Form (Assembly ID Sheets with noted discrepancies attached)</i> <i>Assembly ID Sheets</i> 	Examiners/STC	
	<ul style="list-style-type: none"> <i>School Division Personnel Test Security Agreements</i> 	Examiners/Proctors	
	<ul style="list-style-type: none"> Locally required accounting documents for secure materials 	Per local requirements	
	<ul style="list-style-type: none"> <i>School Affidavit</i> 	STC/Building Principal	
	<ul style="list-style-type: none"> <i>School Division Affidavit</i> 	DDOT/ Division Superintendent	Scanned and emailed to the Virginia Department of Education
Non-secure materials	<ul style="list-style-type: none"> <i>Examiner's Manuals (and Supplements)</i> Unused answer documents Unused <i>Header Sheets</i> Unused paper bands 	N/A	Retain for use during the spring/summer administration.
Non-scorable, non-secure test materials	<ul style="list-style-type: none"> <i>Test Implementation Manuals</i> Unused return shipping labels 	N/A	Dispose of according to local procedures.
	<ul style="list-style-type: none"> Calculators, compasses, protractors, angle rulers, and rulers 	N/A	Store according to local procedures.

7.4 Resolve Alerted Student Tests in PearsonAccess^{next}

Alerted student tests are discrepancies in the data associated with online or paper tests (e.g., no test assignment, testing status needs to be applied, invalid form number, etc.). The alerted tests are identified while the test records are being processed by Pearson for scoring. Resolving or clearing alerted student tests is an important step after testing because the alerts prevent the alerted test records from being scored and subsequently reported in a division's and school's test results in PearsonAccess^{next}.

For assistance with resolving alerted student tests, refer to the document, *Resolving Student Test Alerts*, located on the *Support* page in PearsonAccess^{next}.

7.5 Access Test Results

DDOTs will be notified by email from Pearson when each test administration's test results begin to be available in PearsonAccess^{next}.

The test results will be available as described below:

7.5.1 Student Data Extract Files

Scores are available to school divisions in the Student Data Extract Files in PearsonAccess^{next}. These data files include the demographic and student performance data for each student test record being reported. The Student Data Extract Files are available at the division and school levels and are updated nightly to reflect any newly processed test records and changes in demographic data completed as of 3:00 p.m. each weekday.

- The Student Data Extract Files are located under the *Reports* tab in PearsonAccess^{next}. Click on *Published Reports*, and then select either the Division or School, under "Organization Type," to view the various files available at those organization levels.
- The *Student Data Extract Layout* documents provide a description of each field in the extract files. These documents are available in PearsonAccess^{next} on the *Support* page and can be accessed by selecting *Documentation*, then, on the left-hand side, check *Extracts* under "Categories."
- Note that Student Data Extract Files contain confidential student demographic and performance data; such data should be maintained securely and never shared by email.

7.5.2 Score Reports: Published Reports

Score reports in the form of PDF files are available under *Published Reports* in PearsonAccess^{next}. When downloaded and opened, they are formatted, printable pages for communicating student performance data on each student test. These reports can be viewed, saved, and printed as needed. Specifically, the *Student Reports* may be shared with students' parents. The *Student Reports* are updated at the end of each week to reflect newly processed test records and changes in demographic data completed as of 3:00 p.m. on Friday.

- To access the different PDF score reports located under the *Reports* tab in PearsonAccess^{next}, click on *Published Reports*, then select either the Division or School, under "Organization Type," to view the reports available at those organization levels.
- **NOTE:** School divisions will have one opportunity to order printed copies of the various reports. Additional information regarding all of the pre- and post-ATR reports can be found on the *SOL Non-Writing Report Chart* located on the *Reports* tab of the *Support* page in PearsonAccess^{next}. The *SOL Non-Writing Report Chart* contains a brief description of each report, their location in PearsonAccess^{next}, their sort order, and availability.

7.5.3 Score Reports: On Demand Reports

Score reports in the form of *On Demand Reports* are available in PearsonAccess^{next} to provide near real-time access to student performance data on each submitted test. *On Demand Reports* are available for online and paper tests.

7.6 Review Data

School and division staff should use the student extract file to view the test results. This file can be opened as a spreadsheet and is filterable. Because the extract file contains all the codes applied to a student's test record, the specific *Student Data Extract Layout* should be used to interpret the data

provided in each field. The *Student Data Extract Layout* documents are available in PearsonAccess^{next} on the *Support* page and may be accessed by selecting *Extracts* under *Resources*.

Verify that student attributes have been applied correctly. Examples include, but are not limited to: disability, ethnicity, race, retest, recovery, economically disadvantaged, Term Graduate, Project Graduation, etc. Guidance for application of student codes may be found in the *Student Registration Import File Requirements*. These documents are located on the *Support* page in PearsonAccess^{next} and may be accessed by clicking on *SRI* on the *Support* page.

7.7 Request ATR

Separate ATR Requests must be completed for each test administration, VAAP 2021–2022, *Writing* 2021–2022, *Spring 2022 Non-Writing*, and *Grades 3–8 Reading and Mathematics* 2021–2022, even if tests were not administered to any student. After the division has reviewed the data and has made corrections to ensure every student who is required to be tested is accounted for and every student/test is coded properly, the DDOT must request the Authorization to Report (ATR). Requesting ATR is a two step process:

- Step 1, Request ATR electronically: In PearsonAccess^{next}, under *Set Up > Organizations > Manage ATR Status*, select the *Request Authorization* button.
- Step 2, Download the *Authorization to Report* form: In PearsonAccess^{next}, go to *Support > ATR > SOL Authorization to Report (ATR)*. The DDOT completes and signs the form and obtains the Superintendent's signature, and then sends the form to Pearson following the directions on the form.

ATR is the verification from the school division that the division's data have been finalized and the division is authorizing the final preparation of the data for both printed reports and for inclusion in the Federal Accountability and State Accreditation calculations and reports.

7.8 Order Final Reports

Once the division's ATR has been approved, the DDOT may place the order for paper copies of the final reports. Printed reports may be requested by the division or by the school, but only the DDOT can order the reports in PearsonAccess^{next}. Instructions in the document *How to Request Printed Reports in PearsonAccess^{next}* should be followed. To download a copy of the document, go to the *Support* page in PearsonAccess^{next} and click on the *Reports* link on the *Support* page, and then click on *How to Request Printed Reports*.

The DDOT may submit only one order to Pearson for the printed reports for each test administration. Once submitted, the DDOT cannot modify the order.

Order the division's printed reports by the deadlines published in the schedules located in the front of this manual.

7.9 Post ATR Record Changes

If the division discovers erroneous coding or omitted coding after ATR has been submitted and approved, the DDOT and Division Superintendent request that assessment staff at the Virginia Department of Education correct the coding for the division. Corrections to data in PearsonAccess^{next} may be requested for the three most recent school years.

Process for requesting post ATR record changes:

- Download a copy of the *Post ATR Record Change Request* form, available in PearsonAccess^{next} on the *Support* page under ATR.
- Follow the directions on the form to provide the information necessary for assessment staff to make the changes and to provide the necessary documentation to authorize the changes.
- Submit the following to the Virginia Department of Education using the SSWS Dropbox as directed on the form:
 - The completed *Post ATR Record Change Request* form (in Excel format);
 - The scanned page one of the spreadsheet with signatures of the DDOT and the Division Superintendent; and
 - The scanned letter from the Division Superintendent that requests the changes and addresses why these record changes were identified after the Authorization to Report (ATR) was submitted. The letter should address the effort the school division will implement to prevent these errors from occurring in the future. The letter should be addressed to Shelley Loving-Ryder, Assistant Superintendent of Student Assessment, Accountability, and ESEA Programs.

Once these three documents are received in the Office of Student Assessment, assessment staff will review the request.

- Once the record changes have been made, assessment staff will annotate the file and send it back to the DDOT via the SSWS Dropbox. The DDOT should review the file and the assessment staff notes and save the file locally. If the record change affected a student score, a revised *Student Report* should be sent home to the student's parent(s).
- The Division Superintendent will also receive a letter from the Assistant Superintendent of Student Assessment, Accountability, and ESEA Programs acknowledging receipt of the record change request.

Any changes made will appear in the Student Data Extract Files in PearsonAccess^{next} at the next scheduled refresh of the extract files for that administration.

8. VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP) 2021–2022 TEST ADMINISTRATION, SPRING 2022

Section 8 contains specific guidance for the Spring 2022 administration of the VAAP 2021–2022 tests.

The VAAP tests in *Reading*, *Mathematics*, and *Science* will be administered for the first time in Spring 2022 to eligible students in grades 3–8 and high school. Students enrolled in Grades 3–8 will take the *Reading* and *Mathematics* tests one time at each grade level and will take *Science* when enrolled in grades 5 and 8.

For high school VAAP, school divisions have flexibility to determine when participating students will be administered *Reading*, *Mathematics*, and *Science* assessments across grades 9–12. School divisions are to maintain records locally to ensure students are administered the three tests once during grades 9–12.

Virginia Studies, Civics and Economics, and Grade 8 Writing—will continue to be assessed using collections of evidence (COE) based on the Aligned Standards of Learning (ASOL). The COE are collected at the grade levels in which these tests are assessed in the division. COE portfolios will be scored locally and will not be submitted to VDOE or Pearson. Divisions will report student performance to parents.

8.1 SOL VAAP Test Schedule

Refer to the front of the manual for the Spring 2022 VAAP Administration Schedule. Refer to Section 2 for additional guidance regarding testing windows.

8.2 Identify Students to be Tested

The VAAP is only available for eligible students with significant cognitive disabilities in grades 3–8 and high school. Decisions about participation in the VAAP are made by the student's IEP team. The following documents are used to determine eligibility for participation in the VAAP:

- *VAAP Participation Criteria and the Determination of Significant Cognitive Disabilities*
- *VAAP Participation Criteria Form*

These documents are available on the VAAP webpage on the VDOE website at:

https://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

8.3 Administration of the VAAP Assessment

The VAAP assesses the Virginia Essentialized Standards of Learning (VESOL). VESOLs were developed from the Virginia SOLs which have been reduced in depth, breadth, and complexity to make the content relevant, accessible, and appropriate for students with significant cognitive disabilities. The VESOLs for each content area show what is required to be taught to students.

VESOL are available for *Reading* and *Mathematics* for grades 3–8 and high school, and *Science* for grades 5 and 8 and high school. Refer to the VDOE website for access to the VESOL:

https://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

8.3.1 Overview of the VAAP Assessment Process


The VAAP testing process is slightly different from the SOL testing process. Refer to the bulleted items below:

- Register students participating in the VAAP for all tests in the VAAP 2021–2022 Test Administration in PearsonAccess^{next} either by the Student Registration Import file or manually.

- Order testing materials:
 - VAAP *Examiner Manuals*.
 - One copy of each test is ordered for each student. The Examiner's Copy and Student Materials contain both the student paper test and the Examiner's Copy of the student test with test directions. The Examiner's Copy is printed on perforated paper so the Examiner may remove it from the Student Materials. **NOTE:** While all students participating in the VAAP will be placed into online test sessions (including students receiving braille tests), all students may also have the paper version of their online test available, without the need to complete the *Documentation of Need for Paper Assessment* form. Braille test forms are available.
 - If a student requires a large-print paper test, the STC must enlarge the paper copy to the size required by the student.
 - Secure return materials kit (for returning the Student Materials and the Examiner's Copy of the test).
- Test Session Management:
 - Create online test sessions.
 - When creating the session in the VAAP 2021–2022 test administration, select the MAIN Form Group Type. With the exception of braille, the Text-to-Speech tool will be available on these tests. Add students to sessions.
 - When creating a braille session, select the Braille Form Group Type. The braille session is only used to enter the student responses from the braille test administered to the student.
 - Prepare sessions.
 - Print student test tickets no earlier than 96 hours (4 school days) prior to the test session start date,
- On the Day of Testing:
 - Start the session on the day of testing.
 - Most students will likely be tested individually.
 - The student may take the test on the online version exclusively, or
 - The student may take the paper test exclusively (such as braille tests, or students in out-of-division placements), or
 - The student may have both the online version and the paper test available as needed at the same time while completing the test.
 - Provide Testing Conditions and/or Test Accommodations as required.
- Student responses are entered into TestNav
 - Students may enter their responses to items into TestNav or indicate their responses to the Examiner using their usual communication modality.
 - If Examiners enter the student's responses they may enter the responses into TestNav as the student progresses through the test, or

- Examiners may enter the student responses onto the Examiner's Copy of the test in the space provided. Then the student responses may be transcribed into TestNav by the Examiner or other testing staff. As a best practice it is advised that a second staff member verify the accuracy of the transcription.
- Guidance for out-of-division placements in Special Situation Schools (8888).
 - Students who have out-of-division placements will only have access to the paper version of the test. The Examiner, at the out-of-division placement, will record the student's responses onto the Examiner's Copy in the space provided. When the student has completed the test, both the Student Materials and the Examiner's Copy are returned to the DDOT. Testing staff will transcribe the student's responses into TestNav, using the Student Testing Ticket to sign in to the test. As a best practice, it is advised that a second staff member verify the accuracy of the transcription. Refer to section 8.8 for additional information regarding Special Situation Schools (8888).
- Submit the test
 - Once the student's responses have been entered into TestNav and verified, testing staff selects the *Submit* button at the end of the student's test to submit the test for scoring.

8.3.2 Test Tools and Materials

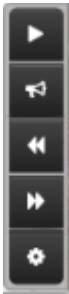






The Pointer  must be used: to select multiple-choice answers.

The following accessibility TestNav tools are available for all students as needed.

Audio Tools for Text-to-Speech

The **Audio Tools** are available on the VAAP tests and are available to all students. The audio tools for the text-to-speech reader are located on the right side of the screen. During testing, the Examiner may operate the tools or assist the student, as needed, with the audio tools. **NOTE:** The text-to-speech tool is not available on the braille tests. The Examiner reads the test item aloud to the student when appropriate.

Table 8. Audio Tools for Text-to-Speech


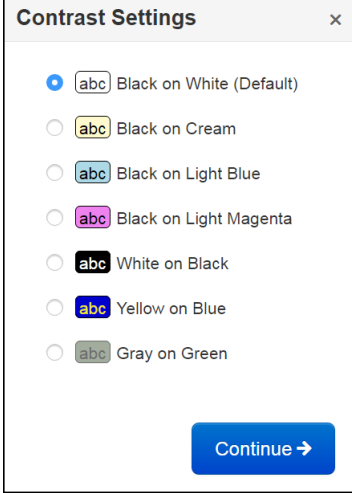

Audio Tools	Tool Icon	Tool Name and Description
		<p>Play button—when selected, this tool reads the item from the beginning. The text for the item is highlighted in yellow. To help the student follow along as the text is read, each word within the text will be highlighted in blue.</p> <p>The Stop button will only appear when the audio is playing. Selecting it stops the audio.</p>
		
		<p>Jump back—when selected, the audio will jump backward to a previous selection. Serves as a rewind.</p>
		<p>Skip Ahead—when selected, the audio will jump forward to the next selection. Serves as a fast forward.</p>
		<p>Toggle Click-to-Hear tool—this allows students to select where within the item the audio will begin.</p>
		<p>Settings wheel—when selected, the audio settings may be adjusted. Refer to the Audio Settings Available table on the next page for the adjustable audio settings.</p>

NOTE: The majority of the VAAP test items are read aloud to all students either through text-to-speech or through human-read-aloud. In addition, the Examiner may read the test aloud to the student, according to the directions in the Examiner's Copy of the test. The use of the text-to-speech function and the read-aloud, following the Examiner's directions, are not considered accommodations for the VAAP tests, and do not have to be documented in the student's IEP.

However, a very small number of items are NOT read to all students, as described in the Examiner's directions. Reading these items aloud to students must be documented in the student's IEP. Refer to Section 8.5, VAAP Individual Test Accommodations, for guidance.

User Drop Down

The User drop down is located at the top of the online test. It contains the color contrast settings, the magnifier, the zoom in/zoom out accessibility tools, and is where students/Examiner signs out of TestNav.

<p>User Dropdown Menu</p> 	<p>Change the Background and Foreground Colors—selecting this permits the student to choose the background and foreground colors of his/her test. The list of background and foreground colors are shown in the screen shot below:</p>  <p>To return the background and foreground color to the default, the student selects Black on White (Default).</p>
<p>Enable Magnifier</p>	<p>When Enable Magnifier is selected, a square box appears on the student's screen that can be moved anywhere on the screen to magnify the text/art within the box. This tool needs to be selected for each test item as needed.</p>
<p>Zoom In/Out</p>	 <p>Selecting “+” increases the zoom</p> <p>Selecting “-” decreases the zoom.</p> <p>Other methods can activate Zoom depending on the device (such as, keyboard shortcuts, pinch to zoom, etc.)</p> <p>Once zoom is set, this setting applies to all test items until it is changed.</p>
<p>Sign out of TestNav</p>	<p>Selecting Sign out of TestNav will bring up the Exit Test screen. Select <i>Save and Return Later</i> to exit the test. The test may be resumed at a later time to permit the student to finish the test. Selecting <i>Cancel</i> returns the user to the test.</p>

8.4 VAAP Testing Conditions Available to all Students Taking VAAP

VAAP testing conditions provide flexibility to the testing environment that ensures access to participants. The Testing conditions are not considered accommodations and are not required to be documented in the student's IEP. Any testing conditions provided to the student should be included in the Student's Test Plan. The VDOE does not require individual administration of the VAAP to be video/ audio recorded or proctored, but school divisions can implement this as a best practice. The VAAP testing conditions are grouped in the following categories: time/scheduling, setting, presentation, and response. The testing conditions permitted for any student taking the VAAP are described in this section. Guidance is provided for those conditions that require specific procedures.

8.4.1 Timing/Scheduling Conditions

Multiple test sessions—the student may be administered the VAAP test over multiple sessions over multiple days in the online or paper formats. The student's Test Plan should indicate an approximate number of sessions for each test that will be administered to the student.

For both the online and paper formats, testing is resumed where the student left off on the previous test session. Any test items presented to students on a previous day may not be revisited during a later test session. Answers completed on a previous day may not be revised. At the end of each day's testing, any items left blank/not answered must be marked with "DNA" (Did Not Answer) in the space provided in the Examiner's Copy. The student's test ticket, student's paper copy, and the Examiner's Copy of the test must be returned to the STC each day. The test transmittal form must note each instance the test is signed out to the Examiner and returned to the STC.

For online testing, a test ticket is used to sign into TestNav. Each testing session requires the STC to resume and unlock the test. After each testing session, the student must be *Exited* from the online test and the STC will ensure the *Exited* test is locked.

Time of Day—the student is assessed during the time of day that is most appropriate for the student.

Order of tests—the order of tests administered is based on what is most appropriate for the student.

Planned breaks during testing—the schedule for breaks should be based on the student's needs. Test security must be maintained at all times during the break(s). The following must be adhered to during a break:

- The Examiner must not provide the student with any access to educational materials or discuss the test in any way.
- Student's test materials must not be accessible or viewable by other students or by school personnel.
- The testing room must be securely maintained.
- The student should either be *Exited* from the online test or the student's screen should be turned off or covered prior to the break.
- If the student *Exits* the test, his/her test must be *Resumed* by the STC. Once the student is ready to continue testing, the student's test must be signed in again using the Student Testing Ticket.
- If the student's screen was turned off or covered and the student did not *Exit*, the student must return to the same testing device to continue testing.

8.4.2 Setting Conditions

Test location—the test is administered in a location most appropriate for the student to access the test with the least amount of distractions for the student. VDOE does not require curricular materials to be removed from the VAAP testing environment; however, the student must be positioned so they cannot see curriculum resources and test materials cannot be accessed visually or audibly by other students.

Adaptive or special furniture—the student is assessed using adaptive or special furniture, such as balance balls, cushions, or a raised desk surface.

Special lighting—lighting in the testing room may be modified based on what is most appropriate for the student.

Individual testing—students may be tested individually.

8.4.3 Presentation Conditions

Manipulatives—The manipulative must meet these criteria:

- must be familiar to the student and used during instruction,
- must be used individually and not shared with other students during a test administration,
- must be available in the test environment where students may access them if they choose to use them, and
- must not be labeled (e.g., fractions, decimals, numerals, text).

Manipulatives must not directly provide students with answers or identify the process by which students may determine the answer. Examiners must not coach students as to which manipulatives to use during testing.

Calculator—VAAP participants may use a handheld calculator they are familiar with and have used in classroom instruction. Calculators offered with assistive technology devices, such as a talking calculator or Braille calculator, are allowed. Completion of the *Calculator Accommodation Criteria Form* is not required.

Verbal/visual prompts—verbal/visual prompts are included as a test condition available to all students participating in the VAAP. These prompts may not be used to provide clues to answer choices. Verbal and visual prompts may be used if they fall in one of the following categories:

- Focuses the student and brings attention to the test.
Example: “Sue, listen as I read this sentence.” Examiner points to a picture or symbol used in the classroom to help the student focus.
- Cues the student to respond.
Example: “Tim, point to the number that shows what 6+8 equals.” Examiner points to choice cards.
- Ask about the need for a break or some other support.
Example: “Jessica, do you need a break and a snack?” Examiner points to break card.
- Motivates the student to continue.
Example, “Carl, let’s do one more and then you will get a star on your behavior chart.” Examiner points to symbol for “Keep Working.”

Visual aids

- Highlighter—use highlighters on the student paper copy of the test.
- Masking devices—the student may use a template (or mask) that is blank that allows a student to see one word, sentence, or line of print at a time. Markers may be used to allow the student to maintain his/her place.
- Color overlays—the student may use only one blank color overlay. Prior to the assessment session, the Examiner and student must use practice tests to verify that the color overlay or the tinted screen does not obscure any shaded areas of online test items.

Magnification—for test security, testing staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing. Physical magnification devices, such as a magnifying glass or screen magnifier, which are placed over the display for visually impaired students, may be used.

Electronic magnification devices, such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector that projects the assessment onto a large screen or board may be used by visually impaired students for magnification purposes only. These magnification devices must not save or capture any portion of the test or use software running concurrently with TestNav.

Auditory amplification/buffers

- Amplification equipment such as an auditory trainer or whisper phone is available to VAAP participants.
- Buffers—the student with a disability may wear noise dampening headphones, ear muffs, or ear plugs to reduce distractions while taking an assessment. The headphones, earmuffs, or ear plugs must be worn only after all Examiner instructions are completed and may not be connected (wired or wireless) to any music, phone, or other electronic device during the test session.

Visual point-to-support of directions/question/answer options—many test items include directions for the Examiner to point to questions/items and answer options. In providing this condition, the Examiner must be careful so that the student is not clued to the correct answer choice.

Student read-aloud and sub-vocalization—the student may read aloud to him/herself. The student must be tested individually. The student can then read the test aloud to himself/herself without interaction from the Examiner. The student may not be issued any kind of accessory including, but not limited to, a “whisper phone” or recording/playback device.

8.4.4 Response Conditions

Attentional/self-regulation sensory supports—these conditions are used to assist students to control and adjust their emotions, behaviors, and attention appropriate for the environment they are in. These supports must be those routinely used by the student in the classroom. Attentional/self-regulation sensory supports must be used as an overall support to the test as a whole and not on specific items.

Physical position supports—a student who requires physical support to access the assessment in the online or paper format may be supported using appropriate devices or equipment that increase or decrease movement or provide position assistance.

These devices or equipment must be routinely used by the student in the classroom setting. The physical support must not cue students to correct answers.

Examiner records responses—students who are unable to respond to test items by marking on the paper student test or by selecting the answer online may have an Examiner/Proctor record their responses. The student may mark on the student's paper test copy, respond verbally, point, use eye gaze or head wand, or otherwise indicate a response. The Examiner may write the student's response on the Examiner's Copy of the test or enter the response into the online test.

If the student marks in the student's paper test copy, the answers must be transcribed onto the online test. As a best practice, it is advised that a second staff member verify the accuracy of the transcription.

The student's name should be clearly printed on the paper student's test copy and the paper test returned with all other secure materials to the STC. If a discrepancy is discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

The student may ask the school official to perform tasks that may include:

- writing on the student's scratch paper;
- using manipulatives;
- completing each step of mathematical or scientific calculations, with or without the use of a calculator; and
- manipulating TestNav features/tools.

If the student responds verbally, points, use eye gaze or head wand, or otherwise indicates a response, the student must be assessed individually to ensure that other test takers are not distracted.

Assistive technology—the student may use any device that serves as a primary communication mode or augmentative communication device. The student may access any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

Response aids for paper version—the student may use aids such as adaptive pencils if the student is marking his/her answers on paper tests. Similarly, the student may use tools such as key guards on the online test to provide support for entering answer choices in TestNav.

8.5 VAAP Individual Test Accommodations

Individual test accommodations provide eligible VAAP participants access to the test as a means to demonstrate their knowledge and skills. Individual test accommodations are changes in the administration of an assessment which result in an adjustment to how the test is presented or how the student responds to test items. When selected and used appropriately, individual test accommodations reduce or even eliminate the effects of a student's disability without impacting learning expectations or providing an unfair advantage. All individual test accommodations must be documented in the student's IEP. Any testing accommodations provided to the student should also be included in the Student's Test Plan. Most students will be able to access the VAAP tests with the testing conditions available to all students. However, some may need the accommodations listed on the following page.

Alternate Representation of Response Options (accommodation code 1)

This accommodation allows the three answer options on the test to be represented in a way that allows the student to respond using their normal modality of communication. Examples include:

- answer choices made into choice cards;
- use of physical objects for answer choices (clocks, money); and
- Picture Exchange Communication (PECS) for answer choices.

All three answer options must be represented in the communication modality used by the student. For example, if the student's communication modality is the PECS system, then all three answer options must be represented by the PECS system. The three answer options must be visible to the student for each test item as the student is responding.

The Alternate Representation of Response Options cannot provide an unfair advantage to the student, such as changing or reducing the answer options or providing hints, clues, or prompts.

Each VAAP test may be accessed and prepared by the Examiner no more than four school days (96 hours) prior to the scheduled test date of that test. Refer to Section 8.6 for guidance on the test review process.

Read-Aloud (accommodation code 2)

Since the majority of the VAAP test items are read aloud to all students either by using the text-to-speech available with the online test items or by having the Examiner read the test item aloud to the student, the read-aloud accommodation applies to a small number of test items (mostly in the reading test) that are not read to all students. With these items, the introductory text that is read to the student specifies that the student is to read all or part of the item. The read-aloud accommodation permits all of the item to be read to the student.

The read-aloud accommodation provides additional support for students who have a disability that impacts their ability to access text. The read-aloud accommodation would be most appropriate for students who access content primarily through the auditory mode. The read-aloud accommodation may be used with the online test format (rather than using text-to-speech) and the paper format of the test. Test items are to be read exactly as written using a natural tone and manner. It is important for the Examiner to understand what the test item is asking in order to avoid clueing the student by reading the test item in a specific way.

Interpreting/Transliteration (accommodation code 3)

The test items may be interpreted/transliterated directly from assessments (paper or online formats) or from items read to the student by Test Examiners. The student's IEP Team should determine the best method to provide the student access to assessment items.

If a VAAP test is administered to a student by a sign language interpreter for the interpreting/transliteration accommodation, the sign language interpreter has the option to review the specific test form, under secure test conditions, prior to administering the test to the student, to prepare for signing the test. The VAAP test may be reviewed by the interpreter no more than 24 hours prior to the scheduled test date. Refer to Section 8.6 for guidance on the test review process.

Braille (accommodation code 4)

Braille is available only to students who have a visual impairment. The Examiner's Copy of the test will be included in the braille test kit. The Examiner will record the student's responses in the Examiner's Copy and these responses will need to be transcribed into TestNav using the online test ticket for the student.

8.6 Accessing the Test Prior to the Test Date

In order to adequately prepare for providing some testing conditions (such as highlighting, magnification) and the accommodations, **Alternate Representation of Response Options** and **Interpreting/Transliteration**, VAAP testing staff may have access to each VAAP test the student takes requiring the test conditions or test accommodations listed above. Examiners who provide testing conditions requiring test preparation may access and prepare the test no more than 24 hours prior to each test's scheduled test date.

Examiners who provide the Alternate Representation of Response Options accommodations may access and prepare the test no more than four school days (96 hours) prior to each test's scheduled test date.

Testing staff who will provide the Interpreting/Transliteration accommodation may review the test no more than 24 hours prior to each test's scheduled test date.

Refer to the *VAAP Test Access Guidance and Transmittal Form* located in Appendix C for procedures and the transmittal form.

8.7 After the Test Administration

At the end of each day's testing, the Examiner returns all secure testing materials to the STC.

- The Examiner must return the student's testing ticket, all of the student's and Examiner's Copies of the test, and scratch paper to the STC.
- Examiners who administered the accommodation Alternate Representation of Response Options must return the Student Materials and all copies and any loose pieces of the Student Materials along with the Examiner's Copy. These secure test materials must be placed into an envelope labeled with the student's name, test name and level, and returned to the STC.
- Examiners who provided the accommodation Interpreting/Transliteration must also return all notes used about how to interpret/transliterate an item.
- The STC initials the *VAAP Transmittal Form and Affidavit for Student Testing Resources*.
- The Examiner/Proctor sign the Examiner's Affidavit.

8.8 Special Situation Schools (8888)

Students served as part of a 8888 special situation school will only participate in the paper administration of the VAAP tests.

School divisions will use a process for VAAP participants served in special situation schools that is similar to the process used for students in special situation schools taking SOL tests.

School divisions are responsible for:

- Providing Examiner training or ensuring that Examiners in 8888 facilities are trained.
- Ordering and distributing test materials to facilities, receiving completed test materials from the facilities, registering students for individual tests, and creating test sessions.
- Entering student responses into TestNav and returning materials to Pearson.

9. SOL WRITING 2021–2022 TEST ADMINISTRATION, SPRING 2022

Section 9 contains specific guidance for the Spring 2022 administration of the SOL Grades 8 and End-of-Course *Writing* tests.

The assessments for Grade 8 *Writing* and EOC *Writing* consist of two components: a multiple-choice component (online format tests include multiple-choice and technology-enhanced items) and a short-paper component (a response by the student to a writing prompt). One format, either online or paper, must be used for both components of the *Writing* test. Each component is to be administered on a separate day, and each component must be completed in one school day.

The following table lists all of *Writing* tests that are administered within the Writing 2021–2022 Test Administration within PearsonAccess^{next}. The table also lists which test modes are available.

Standards of Learning Test	Test Modes Available ¹	
	Online	Paper
Grade 8 <i>Writing</i>	Yes	Yes
EOC <i>Writing</i>	Yes	Yes

NOTES:

¹All students are required to take the online version of the SOL tests. Only students who have a documented need for a paper test will be administered a paper test booklet ordered from PearsonAccess^{next}. Student answers are placed onto the appropriate answer document which is shipped to Pearson for scoring. Refer to Section 4.5 for the criteria required for the administration of a paper test.

9.1 Spring 2022 SOL *Writing* Test Schedule

Refer to the front of the manual for the Spring 2022 *Writing* Test Administration Schedule. Refer to Section 2 for additional guidance regarding testing windows.

Online Grade 8 and EOC Testing Schedule: The online test window is March 7–April 8, 2022. The multiple-choice/technology enhanced item (TEI) and short-paper components are combined in one test session. Each component is administered on a separate day. Divisions may choose the order of the components and their testing dates. These students' test sessions must be created using the *Regular Form Group Type Context* and include selection of the appropriate

Main, Audio, or Read-Aloud (multiple-choice/TEI component only) forms. All Grade 8 and EOC *Writing* online make-up tests must be completed by April 8, 2022.

Online Term Graduate Testing Schedule:

- **1st Opportunity:** Term Graduate students may have two online testing opportunities. The first online opportunity will be given March 7–18, 2022. Term Graduate students must be assigned to test sessions created in PearsonAccess^{next} using the *Term Graduate Form Group Type Context*; then select the appropriate *1st Attempt* form from the drop-down menu.
- **2nd Opportunity:** If a Term Graduate student fails the 1st attempt, he/she may re-take the EOC *Writing* test during the second online opportunity test window (April 11–29, 2022). The second online opportunity test session will be created using the *Term Graduate Form Group Type Context*; then select the appropriate *2nd Attempt* form from the drop-down menu.

Paper Test Window Schedule: The SOL Grade 8 and EOC *Writing* test is available in paper format only for students with a documented need for a paper test. Refer to Section 4.5 for paper guidelines.

Divisions have previously selected one of the three paper test windows to administer the Grade 8 and EOC *Writing* tests. Refer to the following table for the administration information of the paper test window your division selected.

Table 9. Test Dates for Paper Tests: Grade 8 and EOC Multiple-Choice and Short-Paper Administration Information

(Do not use this table for Term Graduate Students)

Division Selected Paper Test Window Date:	Multiple-Choice (MC) Information	Short-Paper (SP) Information
1st Paper Test Window March 7–9, 2022 Ship answer documents to Pearson by March 22, 2022.	Refer to the Option 1 paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print, and braille MC form numbers. Administer the MC component on either March 7 or 8 using the Main MC form. If the student is absent, administer this same form anytime March 10–22, 2022. Do not use the Alternate MC form unless directed to do so by the Virginia Department of Education as a response to an Irregularity.	Refer to the Option 1 paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print, and braille SP prompt numbers. Administer the SP component on March 9 using the Main Prompt. If the student is absent, administer the Alternate Prompt any time March 10–22, 2022.
2nd Paper Test window March 14–16, 2022 Ship answer documents to Pearson by March 29, 2022	Refer to the Option 2 paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print, and braille MC form numbers. Administer the MC component on either March 14 or 15 using the Main MC form. If the student is absent, administer this same form anytime March 17–29, 2022. Do not use the Alternate MC form unless directed to do so by the Virginia Department of Education as a response to an Irregularity.	Refer to the Option 2 paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print, and braille SP prompt numbers. Administer the SP component on March 16 using the Main Prompt. If the student is absent, administer the Alternate Prompt any time March 17–29, 2022.
3rd Paper Test Window March 21–23, 2022 Ship answer documents to Pearson by April 1, 2022	Refer to the Option 3 paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print, and braille MC form numbers. Administer the MC component on either March 21 or 22 using the Main MC form. If the student is absent, administer this same form anytime March 24–April 1, 2022. Do not use the Alternate MC form unless directed to do so by the Virginia Department of Education as a response to an Irregularity.	Refer to the Option 3 paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print, and braille SP prompt numbers. Administer the SP component on March 23 using the Main Prompt. If the student is absent, administer the Alternate Prompt any time March 24–April 1, 2022.

Term Graduate students may have two paper testing opportunities. Refer to the following table for the administration information of the paper Term Graduate test attempts.

Table 10. Test Dates for Paper Tests: Term Graduate Multiple-Choice and Short-Paper Administration Information

SOL <i>Writing</i> Test	Writing Test Components	Statewide Test Dates
EOC Term Graduate First Attempt Ship completed tests no later than March 22, 2022.	Multiple-Choice*	March 7 or 8, 2022 Administer the MC component on either March 7 or 8 using the Term Grad 1st attempt MC form. If the student is absent, administer this same form anytime March 10–22, 2022.
EOC Term Graduate First Attempt Ship completed tests no later than March 22, 2022.	Short-Paper*	March 9, 2022 Administer the SP component on March 9 using the Term Grad 1st attempt Prompt. If the student is absent, administer this same Prompt any time March 10–22, 2022.
EOC Term Graduate Second Attempt	Multiple-Choice and Short-Paper*	March 10–22, 2022 Administer the Term Grad 2nd attempt, MC and SP components anytime March 10–22, 2022.

* Refer to the Term Graduate paper forms matrix sent to your division to identify the correct regular, read-aloud, audio, large print, and braille multiple-choice form and short-paper prompt numbers assigned for each test attempt.

9.2 Identify Students to be Tested

The Spring 2022 SOL *Writing* test administration is designed to accommodate the following groups of students:

1. Students who will complete Grade 8 English classes in the Spring semester.
2. Students who will complete high school English classes that cover grades 9–11 English SOL in the Spring semester.
3. Students who have previously passed the course in which the EOC *Writing* test is usually taken but failed the test and need it for verified credit.
4. Students eligible to graduate by August 31, 2022, are considered to be Term Graduates for the Spring 2022 *Writing* administration. If these students have not earned the writing verified credit, they may have two opportunities in the Spring 2022 administration to earn the required verified credit.

5. Students who have already left school and are returning to take the SOL EOC *Writing* test to earn verified credit.

NOTE: School divisions who choose to require their high school students to complete a Local Performance Assessment for EOC *Writing* are not assessed with the SOL *Writing* test.

Determination as to how students with disabilities and English learners (ELs) will participate in the SOL *Writing* tests should be made in accordance with the following guidelines:

- *Students with Disabilities: Guidelines for Assessment Participation*
- *Students with Disabilities: Guidelines for Special Test Accommodations*
- *Procedures for Determining English Learner Participation in the Virginia Assessment Program*

These documents are located on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

Review these documents carefully and provide STCs with information about whom they should contact within the division if they have questions about applying the guidelines. If you have any further questions, please contact the assessment staff at the Virginia Department of Education.

9.3 Test Tools and Materials

Refer to the tables in this section for the lists of available online tools and their function and the list of hand-held materials permitted for use on each component of the *Writing* test.

Table 11. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing Tests*







Tool Icon	Tool Name and Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
	Pointer —use to select on screen and to place the cursor within the writing response area. When the pointer is moved into the toolbar, it turns into a hand with a pointing finger when placed over clickable resources.	Yes	Yes
	Notepad —use to create and save notes.	No	Yes
	Answer Eliminator —use to eliminate (cross off) answer options. This tool functions with multiple-choice questions and certain TEI items.	Yes	No
	Exhibit —select to view the <i>Prompt</i> , <i>Checklist for Writers</i> , and <i>Shortcut Keys</i> tabs on the Short-Paper component.	No	Yes
	Highlighter —use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art (i.e. poems, fliers). There is no limit to the number of highlights a student can make within the test. To access the highlighter, the student selects text and selects the highlighter color. To remove the highlighted text, the student selects the highlighted text and selects the slash. Pink and blue are the two highlighter colors available when the background and foreground settings are set to the default (black text on white background). These colors may change when the background and foreground setting is changed.	Yes	Yes NOTE: the highlighter cannot be used in the writing response area.
	Tools Drop Down —when the student's test screen is zoomed (ctrl +) to a high level (500% or when the virtual width of the viewport is less than 480px), the tools drop down icon appears on the tool bar at the top of the screen. When the tools drop down icon is selected, tools available for the test appear in the drop down under it.	Yes	Yes

Table 11. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing* Tests, continued

Accessibility Feature	Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
<p>Zoom-In and Zoom-Out Feature</p> <p>Using the keyboard or touch screen.</p> <p>No icon is available.</p>	<p>On a PC or Chromebook:</p> <p>Zoom in—press the CTRL and + keys at the same time.</p> <p>Zoom out—press the CTRL and – keys at the same time.</p> <p>Return to default screen size—press the CTRL and 0 keys at the same time.</p> <p>On a Mac:</p> <p>Zoom in—press the CMD and + keys at the same time.</p> <p>Zoom out—press the CMD and – keys at the same time.</p> <p>Return to default screen size—press the CMD and 0 keys at the same time.</p> <p>On a touch screen device:</p> <p>Zoom in—touch two points on the screen, and then move your fingers away from each other.</p> <p>Zoom out—touch two points on the screen, and then move your fingers toward each other.</p>	<p>Yes</p>	<p>Yes</p>

Table 11. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing Tests*, continued


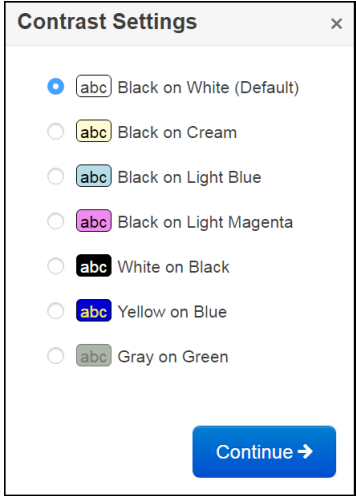
Accessibility Feature	Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
	<p>User Dropdown Menu</p> <ul style="list-style-type: none"> • Change the Background and Foreground Colors—selecting this permits the student to choose the background and foreground colors of his/her test. The list of background and foreground colors are shown in the screen shot below: <div data-bbox="505 558 857 1056">  </div> <p>To return the background and foreground color to the default, the student selects Black on White (Default).</p>	Yes	Yes

Table 11. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing Tests*, continued





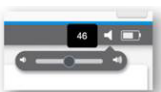

Accessibility Feature	Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
	<ul style="list-style-type: none"> • Show Line Reader Mask—selecting this will place a mask on the screen which the student may place over text or test questions. The line reader mask has a window which shows only one line of text. The student must drag the mask down over the text in order to read it. The student can resize the mask and the window. This mask must be selected for each passage or question after the student moves backward or forward in the test. To remove the line reader mask, in the dropdown the student selects <i>Hide Line Reader Mask</i>. The line reader mask screen shot is below:  	Yes	Yes NOTE: the Line Reader Mask does not function in the Exhibit window.
	<ul style="list-style-type: none"> • Enable Answer Masking—selecting this will place a mask over each multiple-choice answer choice (this is not available on TEI questions). The student may uncover an answer choice by selecting the gray box with the image of an eye. Once enabled, the answer mask will be present on all multiple-choice questions. To stop the answer choice masking, the student enters the dropdown menu and selects <i>Disable Answer Masking</i>. The answer masking screen shot is below:  	Yes	No
	<ul style="list-style-type: none"> • Sign out of TestNav—selecting this will bring up the Exit Test screen. The Exit Test screen permits the student to Exit the Test, or to Cancel the selection and return to the test. 	Yes	Yes

Table 11. Online Tools and Features Available in TestNav on the Multiple-Choice/TEI and Short-Paper Components of the *Writing Tests*, continued









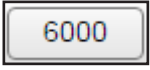
Accessibility Feature	Feature Name and Description	Availability on the MC/TEI Component	Availability on the Short-Paper Component
	<ul style="list-style-type: none"> • Student Battery Level Indicator—A battery indicator for the student's workstation is located on the top right of the screen just under the user dropdown. 	Yes	Yes
	<ul style="list-style-type: none"> • Volume Control—in Secure Tests only. • Allows students to adjust the system volume on their device while in their secure test. • When a student clicks “on touch” over the speaker icon displayed in the header bar (next to the battery status indicator), a slider control will open under the speaker icon. • The student can use the slider control to adjust the device system volume setting. • This will be available on all secure tests no matter if the form has audio content or not 	Yes	Yes

- TestNav tools cannot be used to indicate answers to online test items. The Pointer  must be used to:
 - 1) select multiple-choice answers;
 - 2) place the cursor in a box in order to type an answer;
 - 3) plot points on a line, graph, or graphic;
 - 4) select one or more answers; or
 - 5) select and drag answers from one location to another.

If the student uses a tool other than the Pointer to indicate his/her answer, the Review dropdown will show that question as *Not Answered*. If a student informs the Examiner or Proctor that his/her Review dropdown shows a question as *Not Answered* and the student feels that he/she did answer the question, the Examiner or Proctor should instruct the student to go back to the test item to make sure that the Pointer was used to indicate the answer.

- A Help menu for the TestNav tools is not available. During testing, if a student asks a question about a tool the Examiner/Proctor may use the Online Tools table provided here and read the tool description to the student.

Table 12. Online Tools Available in TestNav on the Short-Paper Component of the Writing Test

Short-Paper Writing Tools	Tool Description
	Bold —use to bold selected text.
	Italics —use to italicize selected text.
	Underline —use to underline selected text.
	Bullets —use to format with bullets.
	Numbers —use to format with a numbered list.
	Undo —use to undo the previous command that was completed.
	Redo —use to redo the previous deleted command.
	<p>Spell Check—use to check spelling in the short paper.</p> <p>NOTE: The Spell Check tool will identify (by a red underline) words that need to be reviewed for correct spelling. Some proper nouns, a misspelled word, or a word that is spelled correctly but is not recognized by this particular spell checker could be underlined. Students need to evaluate the results of the spell check carefully when deciding whether a word is misspelled. A student's score will not be adversely affected by the presence of the red underline on a word that is correctly spelled.</p>
	<p>Character Counter—indicates the number of characters remaining in the response area. The maximum number of characters a response can contain is 6,000. Characters include keyboard letters, numbers, punctuation, symbols, and spaces. Blank lines are not counted as characters.</p>

NOTE: The online spell check is available to all students; therefore, students may not use a dictionary except when permitted as an accommodation. Refer to Table 15 for English and bilingual dictionary assistance.

- A Help menu for the short-paper tools is not available. During testing, if a student asks a question about a short-paper writing tool, the Examiner/Proctor may use the Online Short-Paper Writing Tools table provided in the *Examiner's Manual* and read the tool description to the student.

Table 13. Hand-Held Materials Permitted on the Multiple-Choice/TEI and Short-Paper Components of the Online Writing Tests

Material	Multiple Choice/ TEI Component	Short-Paper Component
<p>Scratch Paper</p> <p>Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All used and unused scratch paper must be returned to the STC.</p> <p>For online testing, the use of patty paper, dry-erase markers, and transparencies is not permitted. Students may <u>not</u> trace images directly from the testing device's screen.</p>	Yes	Yes
<p>Writing Implements</p> <p>Each student may receive one pencil or one pen to use on the scratch paper.</p> <p>In addition to the pencil or pen, students may be provided <u>two</u> additional writing implements such as highlighters, colored pencils, or colored pens.</p> <p>The student may use the writing implements on the scratch paper.</p>	Yes	Yes
<p>Dictionary</p> <p>The online spell check is available to all students; therefore, <u>students may not use a dictionary</u> (except as noted in Table 15).</p> <p>Refer to Table 15 for details regarding the use of English and bilingual dictionaries.</p>	No	No
<p>NOTE: Students may not hold anything up to or over the testing computer's/device's screen. STCs may distribute the hand-held manipulatives to Examiners/Proctors prior to testing or on the day of testing.</p>		

9.3.1 Materials needed for paper testing

Refer to the following table for the list of hand-held materials permitted on the multiple-choice and short-paper components of the paper Writing test.

Table 14. Materials Permitted on the Multiple-Choice and Short-Paper Components of the Paper Writing Tests

Material	Permitted on the Multiple-Choice Component	Permitted on the Short-Paper Component
<p>Pencil</p> <p>Students must use <u>only</u> No. 2 pencils when completing the answer document for both the multiple-choice and short-paper components. Have an extra supply of No. 2 pencils with erasers available for students to use. Mechanical pencils may be used as long as they have No. 2 lead.</p>	Yes	Yes
<p>Scratch Paper</p> <p>Scratch paper must be of a <u>single</u> color and <u>blank</u> (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of <u>all</u> scratch paper distributed to students and ensure that it is <u>all</u> collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All used and unused scratch paper must be returned to the STC.</p>	Yes	Yes
<p>Dictionary</p> <p>The dictionary must be a paper, general dictionary without a thesaurus section, and may be either school-owned or student-owned. The student should be familiar with the dictionary. The <i>Writing Test</i> should not be the first time a student uses the dictionary. Electronic dictionaries are not allowed. The dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.</p>	No	Yes
<p>OPTIONAL: Highlighter, Colored Pencil, or Pen</p> <p>In addition to the No. 2 pencil, as previously described, students may be provided two additional writing implements such as highlighters, colored pencils, or colored pens. The student may use the writing implements in the test booklet and on the scratch paper.</p> <p>The highlighters, colored pencils, or pens must not be used anywhere on the student's answer document. Answer documents submitted with highlighter, colored pencil, or pen marks will not scan properly and therefore cannot be scored. The student's answer document must only be completed with the No. 2 pencil.</p>	Yes	Yes

9.3.2 Guidelines for use of the English and bilingual dictionaries

Refer to the following table when determining whether an English or bilingual dictionary is permitted on the multiple-choice and short-paper components of the *Writing* test. Guidelines for English and bilingual dictionary use by students with disabilities and ELs are located in Appendix B.

Table 15. Use of the English Dictionary and Bilingual Dictionary on the 2010 Standards of Learning (SOL) *Writing* Test Components

Grade 8 and EOC 2010 *Writing* Test (Online Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
English Learners	NO	YES ¹ Accommodation only	YES ¹ Accommodation only	YES ¹ Accommodation only
Students with Disabilities	NO	Not applicable	YES ² Accommodation only	Not applicable
General Education Students	NO	Not applicable	NO	Not applicable

Grade 8 and EOC 2010 *Writing* Test (Paper Mode)

	Multiple Choice		Short Paper	
	English Dictionary	Bilingual Dictionary	English Dictionary	Bilingual Dictionary
English Learners	NO	YES ¹ Accommodation only	YES ³	YES ¹ Accommodation only
Students with Disabilities	NO	Not applicable	YES ³	Not applicable
General Education Students	NO	Not applicable	YES ³	Not applicable

Notes

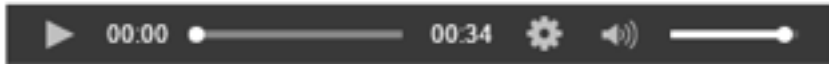



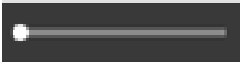


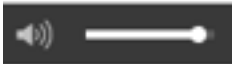
¹Refer to the *Testing Accommodations for English Learners* in Appendix B for guidance. This accommodation must be documented in the student's EL Assessment Participation Plan.

²Refer to the *Testing Accommodations for Students with Disabilities* in Appendix B for guidance. This accommodation must be documented in the student's IEP or 504 Plan.

³An English dictionary is an allowable test manipulative for all students taking the *Writing* test in a paper format. Do not enter an accommodation code.

The **Audio Control Box** is available on the online Grade 8 and EOC *Writing* audio tests. Students who are assigned an audio test for these tests will see the audio control box on the first test question. The audio control box does not appear on the samples. During testing, if a student asks a question about the audio control box or any of its components, the Examiner/Proctor may use Table 16 to read the tool name and description to the student.

Table 16. Audio Control Box

Audio Control Box	
	
Tool Icon	Tool Name and Description
 	<p>Forward/Play button—when selected the audio will start to play and the <i>Forward</i> button becomes the Pause button.</p> <p>Pause button—when selected the audio will pause in place, and become the <i>Play</i> button. Selecting the Forward button will resume the audio from the point it was paused.</p>
	<p>Progress counter—as the audio plays, the counter will “count up”.</p>
	<p>Slider—moving the slider to the right advances the audio; moving the slider to the left replays the audio.</p>
	<p>Length of audio counter—this counter indicates the length of the audio.</p>
	<p>Audio speed setting wheel—when selected the audio speed may be changed. The default speed is “Normal”. The slower speeds are 0.5 and 0.75. The faster speeds are 1.25, 1.5, and 2.0.</p>
	<p>Audio volume controls—selecting the speaker symbol will increase the volume and mute the volume. Selecting the slider also will increase and decrease the volume.</p>

9.3.3 Materials needed for accommodations

- As appropriate, provide students any needed materials or equipment required for accommodations. Refer to Appendix B for guidelines.
- For paper AUDIO test administrations, students should be familiar with operating the audio equipment prior to testing.
- For online AUDIO test administration, students should have had practice using the audio control box by practicing on an audio practice test. (Refer to Section 4.4).
- Refer to Section 4.14 and Appendix B for additional information regarding accommodations.

9.4 Preparing for Paper Testing

Refer to the *Supplement to the Writing and Non-Writing Test Implementation Manuals* for the specific information regarding:

- Ordering of paper material
- Deliveries of non-secure materials
- Deliveries of secure materials
- Registering students for testing
- Answer document management

10. SOL NON-WRITING AND GRADES 3–8 READING AND MATHEMATICS 2021–2022 TEST ADMINISTRATIONS, SPRING 2022

Section 10 contains specific guidance for the Spring 2022 administration of the *Non-Writing* and Grades 3–8 *Reading* and *Mathematics* 2021–2022 tests.

The following table lists all of the Grades 3–8 *Non-Writing* SOL tests that are administered in either the *Spring 2022 Non-Writing Test Administration* or the *Grades 3–8 Reading and Mathematics 2021–2022 Test Administration* within PearsonAccess^{next}. The specific test administration is where the students are registered, assigned to groups, assigned tests, and where the tests are managed. The table also lists which test modes are available and if the online test is a Computer Adaptive Test (CAT).

Table 17. List of all Grades 3–8 Standards of Learning Tests

SOL Test Name	Test Administration in PearsonAccess ^{next}		Test Modes ¹ Available		Online test is a Computer Adaptive Test (CAT)
	Spring 2022 <i>Non-Writing</i>	Gr 3–8 <i>Reading/ Mathematics</i> 2021–2022	Paper	Online	
Grade 3 <i>Reading</i>		X	X	X	X
Grade 3 <i>Mathematics</i>		X	X	X	X
Grade 4 <i>Reading</i>		X	X	X	X
Grade 4 <i>Mathematics</i>		X	X	X	X
Grade 5 <i>Reading</i>		X	X	X	X
Grade 5 <i>Mathematics</i>		X	X	X	X
Grade 5 <i>Science</i>	X		X	X	
Grade 6 <i>Reading</i>		X	X	X	X
Grade 6 <i>Mathematics</i>		X	X	X	X
Grade 7 <i>Reading</i>		X	X	X	X
Grade 7 <i>Mathematics</i>		X	X	X	X
Grade 8 <i>Reading</i>		X	X	X	X
Grade 8 <i>Mathematics</i>		X	X	X	X
Grade 8 <i>Science</i>	X		X	X	
<i>Virginia Studies</i>	X		X	X	
<i>Civics & Economics</i>	X		X	X	

NOTES:

¹All students are required to take the online version of the SOL tests. Students who have a documented need for a paper test will be administered a paper test booklet ordered from PearsonAccess^{next}. Student answers are placed onto the appropriate answer document which is shipped to Pearson for scoring. Refer to Section 4.5 for the criteria required for the administration of a paper test.

The following table lists all of the end-of-course (EOC) tests that are administered within the Spring 2022 Non-Writing Test Administration within PearsonAccess^{next}. The table also lists which test modes are available.

Table 18. List of all End-of-Course Standards of Learning Tests

SOL Test Name	Test Modes Available ¹	
	Paper	Online
EOC <i>Reading</i> (2017 SOL)	X	X
EOC <i>Algebra I</i> (2016 SOL)	X	X
EOC <i>Geometry</i> (2016 SOL)	X	X
EOC <i>Algebra II</i> (2016 SOL)	X	X
EOC <i>Virginia & United States History</i> (2015 SOL)	X	X
EOC <i>World History I</i> (2008 SOL)	X	X
EOC <i>World History II</i> (2008 SOL)	X	X
EOC <i>World Geography</i> (2008 SOL)	X	X
EOC <i>Earth Science</i> (2010 SOL)	X	X
EOC <i>Biology</i> (2010 SOL)	X	X
EOC <i>Chemistry</i> (2010 SOL)	X	X
Previous Standards Tests		
EOC <i>Reading</i> (2010 SOL) ²	X	X
EOC <i>Algebra I</i> (2009 SOL) ³	X	X
EOC <i>Plain English Algebra I</i> (2009 SOL) ³	X	X
EOC <i>Geometry</i> (2009 SOL) ³	X	X
EOC <i>Algebra II</i> (2009 SOL) ³	X	X
<i>Virginia & United States History</i> (2008 SOL) ⁴	X	X

NOTES:

¹All students are required to take the online version of the SOL tests. Students who have a documented need for a paper test will be administered a paper test booklet ordered from PearsonAccess^{next}. Student answers are placed onto the appropriate answer document which is shipped to Pearson for scoring. Refer to Section 4.5 for the criteria required for the administration of a paper test.

²**EOC Reading (2010 SOL).** EOC *Reading* tests based on the 2010 SOL remain available for students who previously passed the Reading class prior to Spring 2021 and need to retake the SOL test for verified credit to meet graduation requirements.

³**EOC Mathematics (2009 SOL).** EOC *Mathematics* tests based on the 2009 SOL remain available for students who previously passed an Algebra I, Geometry, or Algebra II class prior to Spring 2019 and need to retake the SOL test for verified credit to meet graduation requirements.

⁴**EOC VA & US History (2008 SOL).** EOC *VA & US History* tests based on the 2008 SOL remain available for students who previously passed the VA & US History class prior to Spring 2020 and need to retake the SOL test for verified credit to meet graduation requirements.

10.1 SOL Non-Writing and Grades 3–8 Reading and Mathematics Test Schedule

Refer to the front of the manual for the Spring 2022 *Non-Writing Test Administration Schedule*. This includes the Grades 3–8 *Reading and Mathematics 2021–2022 Test Administration*. Refer to Section 2 for additional guidance regarding testing windows.

10.2 Identify Students to be Tested

The Spring 2022 SOL *Non-Writing* and Grades 3–8 *Reading* and *Mathematics* 2021–2022 test administrations are designed to accommodate the following groups of students:

1. Students who will complete classes in the Spring semester requiring the following SOL tests: Grades 3–8 *Reading and Mathematics*; Grades 5 and 8 *Science*; *Virginia Studies* and *Civics & Economics*; and any class with an associated EOC test when students need verified credits to meet graduation or Federal accountability requirements.
2. Students who have previously passed the class associated with an EOC SOL test, but failed the test and need it for verified credit, must be afforded the opportunity to retake the test. These students' tests should be coded as Retest in PearsonAccess^{next}.
3. Students in 9th grade who failed a Grade 8 *Reading* or *Mathematics* test in the previous school year and participated in a remediation recovery program may retake the applicable test(s).
4. Students who are classified as Term Graduates and are attempting to graduate by August 31, 2022, and who need verified credits to fulfill graduation requirements.
5. Students who have already left school and are returning to take the SOL test(s) to earn verified credit, and/or students who are beyond school age but return to take an SOL test for verified credit. Such students may be enrolled in a class within an adult education program.
 - Determination as to how students with disabilities and English Learners (ELs) will participate in the SOL Non–Writing tests should be made in accordance with the following guidelines:
 - *Students with Disabilities: Guidelines for Assessment Participation*
 - *Students with Disabilities: Guidelines for Special Test Accommodations*
 - *Procedures for Determining English Learner Participation in the Virginia Assessment Program*


These documents are located on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

10.3 Test Tools and Materials

☑ Information regarding test manipulatives is listed in table 19. The hand-held manipulatives are typically stored in the school division. If you have not already arranged for the distribution of these manipulatives, you must do so before testing is to begin. Make sure that STCs are aware of the information included in the *Examiner's Manuals* regarding the use of test manipulatives.

☑ For online testing, most manipulatives are available on the toolbar in TestNav. Only those tools allowed for a given online test are available on the toolbar. Refer to Appendix G for the list of online tools and their functions available for each test.

☑ TestNav tools cannot be used to indicate answers to online test items. The Pointer  must be used: to select multiple-choice answers; to place the cursor in a box in order to type an answer; to plot points on a line or graph; to select one or more answers; or to drag answers from one location to another. If the student uses a tool other than the Pointer to indicate his/ her answer, the Review dropdown will show that question as *Not Answered*.

- Grades 3–8 *Mathematics* CAT—If the student uses a tool other than the Pointer to indicate his/ her answer, the student will not be able to advance to the next question.
- All other online tests—If a student informs the Examiner or Proctor that his/her Review dropdown shows a question as *Not Answered* and the student feels that he/she did answer the question, the Examiner or Proctor should instruct the student to go back to the test item to make sure that the Pointer was used to indicate the answer. **NOTE:** Grades 3–8 *Reading* and *Mathematics* CATs do not have a Review screen.

☑ STCs may distribute the hand-held manipulatives to Examiners prior to testing or on the day of testing. For paper testing, the *Mathematics* formula sheets and the *Chemistry Periodic Table of the Elements* are located immediately inside the front cover of the test booklets.

☑ The table on the following pages list the manipulatives and materials available to students on the Spring 2022 Grades 3–8, CSH, and EOC SOL tests. Students should be familiar with the tools and materials needed for the test they will be taking.

☑ Accessibility tools are also available in TestNav for the online tests. Refer to Appendix G for the list of all online tools for each test.

**Table 19. Allowable Test Manipulatives for the Spring 2022 Grades 3–8,
Content Specific History, and EOC Tests**

SOL Test	Scratch Paper	Calculator	Protractor Or Angle Ruler	Compass	Metric/ Standard Ruler	Formula Sheet	Table of Standard Normal Probabilities (z-table)
					Straightedge Tool	Periodic Table of the Elements	
Grade 3 <i>Reading</i>	Scratch paper Yes ¹						
Grade 3 <i>Mathematics</i>	Scratch paper Yes ¹				Yes ⁴		
Grade 4 <i>Reading</i>	Scratch paper Yes ¹						
Grade 4 <i>Mathematics</i>	Scratch paper Yes ¹	4–Function Calculator ³ Allowed on Calculator Portion <u>Only</u>			Yes ⁴		
Grade 5 <i>Reading</i>	Scratch paper Yes ¹						
Grade 5 <i>Mathematics</i>	Scratch paper Yes ¹	4–Function Calculator ³ Allowed on Calculator Portion <u>Only</u>			Yes ⁴		
Grade 5 <i>Science</i>	Scratch paper Yes ¹	4–Function Calculator ³			Yes ⁴		
Gr 6 <i>Reading</i>	Yes ¹						
Gr 6 <i>Mathematics</i>	Yes ¹	Approved Scientific Calculator ³ Allowed on Calculator Portion <u>only</u>	Protractor ⁴ or Angle Ruler		Yes ⁴	Formula Sheet ³	
Gr 7 <i>Reading</i>	Yes ¹						
Gr 7 <i>Mathematics</i>	Yes ¹	Approved Scientific Calculator ³ Allowed on Calculator Portion <u>only</u>			Yes ⁴	Formula Sheet ³	
Gr 8 <i>Reading</i>	Yes ¹						
Gr 8 <i>Mathematics</i>	Yes ¹	Approved Scientific Calculator ³			Yes ⁴	Formula Sheet ³	

**Table 19. Allowable Test Manipulatives for the Spring 2022 Grades 3–8, Content
Specific History, and EOC Tests, continued**

SOL Test	Scratch Paper	Calculator	Protractor Or Angle Ruler	Compass	Metric/ Standard Ruler	Formula Sheet	Table of Standard Normal Probabilities (z-table)
					Straightedge Tool	Periodic Table of the Elements	
Gr 8 Science	Yes ¹	4-Function Calculator ³ or Approved Scientific Calculator ²			Yes ⁴		
Virginia Studies	Yes ¹						
Civics & Economics	Yes ¹						
EOC Reading (2017 SOL)	Yes ¹						
EOC Algebra I (2016 SOL)	Yes ¹	Approved Graphing Calculator ³			Yes ⁴	Formula Sheet ³	
EOC Geometry (2016 SOL)	Yes ¹	Approved Graphing Calculator ³		Compass ⁴ A Safe-T [®] compass may be used on the paper test.	Yes ⁴	Formula Sheet ³	
EOC Algebra II (2016 SOL)	Yes ¹	Approved Graphing Calculator ³			Yes ⁴	Formula Sheet ³	z-table ⁵
EOC Earth Science	Yes ¹	Approved 4-Function ³ or Scientific ² or Graphing ² Calculator			Yes ⁴		
EOC Biology	Yes ¹	Approved 4-Function ³ or Scientific ² or Graphing ² Calculator			Yes ⁴		
EOC Chemistry	Yes ¹	Approved 4-Function ³ or Scientific ² or Graphing ² Calculator			Yes ⁴	Periodic Table of the Elements ⁴	
EOC VA & US History (2015 SOL)	Yes ¹						
EOC World History I	Yes ¹						
EOC World History II	Yes ¹						
EOC World Geography	Yes ¹						

Table 19. Allowable Test Manipulatives for the Spring 2022 Grades 3–8, Content Specific History, and EOC Tests, continued

SOL Test	Scratch Paper	Calculator	Protractor Or Angle Ruler	Compass	Metric/ Standard Ruler	Formula Sheet	Table of Standard Normal Probabilities (z-table)
					Straightedge Tool	Periodic Table of the Elements	
Previous Standards EOC Mathematics Tests							
Algebra I (2009 SOL) including Plain English	Yes ¹	Approved Graphing Calculator ²			Yes ⁴	Formula Sheet ³	
Geometry (2009 SOL)	Yes ¹	Approved Graphing Calculator ²		Compass ⁴ A Safe-TR compass may be used on the paper test.	Yes ⁴	Formula Sheet ³	
Algebra II (2009 SOL)	Yes ¹	Approved Graphing Calculator ²			Yes ⁴	Formula Sheet ³	z-table ⁵
EOC Reading (2010 SOL)	Yes ¹						
EOC VA & US History (2008 SOL)	Yes ¹						

NOTES:

¹Scratch paper must be of a single color and blank (must not contain any words, numbers, symbols, labels, or graphics). Acceptable scratch paper includes plain paper (no lines), lined paper, grid/graph paper, sticky notes, and note cards. Students may not be issued any form of a graphic organizer, writing web, template, outline, enhanced scratch/grid paper (such as with added raised lines, some lines darker than others), etc. Patty paper may be used for paper testing only. Students may be issued multiple sheets and multiple types of scratch paper; however, Examiners must keep track of all scratch paper distributed to students and ensure that it is all collected and accounted for before students are dismissed from the testing session. The STC may distribute the scratch paper to Examiners prior to testing or on the day of testing, or may instruct Examiners to provide their own scratch paper for testing sessions. All scratch paper must be returned to the STC.

For online testing, the use of patty paper, dry-erase markers, and transparencies is not permitted. Students may not trace images directly from the computer monitor. Students may not hold anything up to and over the testing device's screen. Examples of acceptable grid/graph paper are posted on the VDOE website at:

www.doe.virginia.gov/testing/test_administration/ancillary_materials/index.shtml

²For online testing, students must use a hand-held scientific or graphing calculator as specified since scientific/graphing calculators are not available on this test.

³For online testing, students may use the hand-held test manipulative in addition to the online tool.

⁴For online testing, students must use the online version of this test manipulative.

⁵Only *Algebra II* (2016 & 2009 SOL) tests will have test items for which a z-table could be used. Students *may* choose to use a paper copy of the z-table.

Grades 6–8 and EOC *Mathematics* Formula Sheets

- Students taking an online Grade 6, 7, or 8 *Mathematics*, *Algebra I*, *Geometry*, or *Algebra II* SOL test may use a paper formula sheet/z-table (as applicable), for the specific test (2016 or 2009 SOL), in addition to the online version.
- Students taking paper Grade 6, 7, or 8 *Mathematics*, *Algebra I*, *Geometry*, or *Algebra II* tests will use the formula sheet/z-table (as applicable) included in their test booklet. Kits containing the large print or braille versions of the *Mathematics* test include the corresponding large-print or braille version of the formula sheet/z-table (as applicable).

Table 20. Grades 6–8 and EOC *Mathematics* Tests and Corresponding Formula Sheets

Test Name	Corresponding Paper Formula Sheet Title
Grade 6 <i>Mathematics</i> (2016 SOL)	Grade 6 Mathematics Formula Sheet 2016 <i>Mathematics Standards of Learning</i>
Grade 7 <i>Mathematics</i> (2016 SOL)	Grade 7 Mathematics Formula Sheet 2016 <i>Mathematics Standards of Learning</i>
Grade 8 <i>Mathematics</i> (2016 SOL)	Grade 8 Mathematics Formula Sheet 2016 <i>Mathematics Standards of Learning</i>
<i>Algebra I</i> (2016 SOL)	<i>Algebra I</i> Formula Sheet 2016 <i>Mathematics Standards of Learning</i>
<i>Geometry</i> (2016 SOL)	<i>Geometry</i> Formula Sheet 2016 <i>Mathematics Standards of Learning</i>
<i>Algebra II</i> (2016 SOL)	<i>Algebra II</i> Formula Sheet 2016 <i>Mathematics Standards of Learning</i> (This is a folder-style document that includes formulas and the Table of Standard Normal Probabilities (z-Table))
<i>Algebra I</i> (2009 SOL)	<i>Algebra I</i> Formula Sheet 2009 <i>Mathematics Standards of Learning</i>
<i>Geometry</i> (2009 SOL)	<i>Geometry</i> Formula Sheet 2009 <i>Mathematics Standards of Learning</i>
<i>Algebra II</i> (2009 SOL)	<i>Algebra II</i> Formula Sheet 2009 <i>Mathematics Standards of Learning</i> (This will be a folder-style document that includes the z-table.)

EOC *Chemistry* Periodic Table of the Elements

- Students taking paper tests will use the *Periodic Table of the Elements* included in their test booklet. Students taking the online *Chemistry* test (2010 standards) must only use the Periodic Table provided in the online test's Exhibit tool.
- Kits containing the large-print or braille versions of the *Chemistry* test include the corresponding large-print or braille version of the *Periodic Table of the Elements*.

Online Tools

- For a complete list of all online tools available for each test and their functions, refer to Appendix G.

Pencil or Pen

- For on online test, each student may receive one pencil or one pen to use with the scratch paper.
- For paper testing, students **must** use only No. 2 pencils when completing the answer document. Make sure there is an extra supply of No. 2 pencils with erasers available for students to use. Mechanical pencils may be used as long as they have No. 2 lead.

Additional Writing Implements

- In addition to the pencil or pen mentioned above, students may be provided two additional writing implements such as highlighters, colored pencils, or colored pens. The student may use the highlighters, colored pencils, or pens in the test booklet or on his/her scratch paper. Highlighter, colored pencil, or pen **must not** be used anywhere on the student's answer document. Answer documents submitted with responses completed using a highlighter, colored pencil, or pen will not scan properly and therefore, cannot be scored.

Hand-held Manipulatives

- Students may not hold anything up to or over the testing device's screen.

Table 21. State-Approved Calculators Guidelines and Preparation Instructions for Testing

Table 21 lists the state-approved calculators for SOL *Mathematics* and *Science* tests. The Guidelines section highlights restrictions, operating system information, calculator preparation, and memory reset information. Calculators must be prepared following these guidelines prior to test administration.

Four-Function Calculator	Guidelines
Any model that meets the criteria listed.	A four-function calculator that adds, subtracts, multiplies, and divides is allowed. The calculator may have +/- key(s), a square root key, and a percent key; it may not have fraction capabilities or a multi-line display. The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.
Scientific Calculators	Guidelines
TI-30Xa Solar School Edition* CASIO FX-260 School *This calculator should have a <u>white</u> faceplate. A <u>yellow</u> faceplate edition is not approved for use during testing.	A scientific calculator may not have fraction capabilities or a multi-line display. The “TI-30Xa Solar School Edition” and the “Casio FX-260 School” are unique versions of those calculators that have fraction keys disabled.
Sharp EL-501W Series Sharp EL-501V Series Sharp EL-501X Series	A scientific calculator may not have fraction capabilities or a multi-line display. The Sharp EL-501W Series, EL-501V Series, and EL-501X Series calculators do not have fraction keys. The model numbers on these series of calculators may include additional letters that indicate the color of the calculator. For example, the Sharp EL-501W series includes EL-501WBBL; the annexed “BBL” indicates the color of the calculator is blue.
Graphing Calculators	Memory Reset and Operating System Information
CASIO 9750G and 9750GII CASIO 9850G Series CASIO 9860G CASIO 9860GII and 9860GIIs CASIO PRIZM fx-CG10	<p>Prior to SOL testing, reset “Main Memory.” This deletes all random access memory (RAM), Archive Memory, data, and programs, and resets the calculator to the factory default.</p> <p>Resetting these calculators will result in the default angle setting of “radian.” This setting must NOT be changed while preparing the calculators for testing. Prior to the day of testing, students should be instructed on how to adjust the angle setting. If desired, students can adjust the angle setting after the testing session begins, but must do so without prompting or reminders from Examiners and/or Proctors.</p> <p>9860GII and 9860GIIs: Prior to SOL testing, enable the Examination Mode. Examination mode places limits on calculator functions, which allows it to be used when taking the SOL test. Instructions for enabling Examination Mode may be found at:</p> <p>https://edu.casio.com/download_service/download/ib/</p>

Table 21. State-Approved Calculators Guidelines and Preparation Instructions for Testing, continued

Graphing Calculators	Memory Reset and Operating System Information
TI-82 TI-83	<p>Prior to SOL testing, reset “All Memory.” This erases all data and programs.</p> <p>Resetting these calculators will result in the default angle setting of “radian.” This setting must NOT be changed while preparing the calculators for testing. Prior to the day of testing, students should be instructed on how to adjust the angle setting. If desired, students can adjust the angle setting after the testing session begins, but must do so without prompting or reminders from Examiners and/or Proctors.</p>
TI-83 Plus Series TI-84 Plus Series TI-Nspire in TI-84 Plus mode	<p>Option 1:</p> <p>Prior to SOL testing, reset “All Memory.” This option deletes all data, programs, and applications (APPs) from the random access memory (RAM) and Archive (flash ROM), except for the Finance APP.</p> <p>Approved APPs will be deleted from the calculator when this option is utilized. This is not recommended if students were provided the approved APPs during instruction.</p>
TI-83 Plus Series TI-84 Plus Series TI-Nspire in TI-84 Plus mode	<p>Option 2:</p> <p>Prior to SOL testing, reset “All RAM” (erases all data and programs) and reset the “Archive Vars” (erases all data and programs from Archive); and delete all APPs except the following:</p> <ul style="list-style-type: none"> ■ Polynomial Root Finder and Simultaneous Equation Solver APP; ■ Conic Graphing APP; ■ Inequality Graphing APP; and ■ Finance APP. The Finance APP is built in and cannot be deleted from the calculator. <p>Resetting these calculators will result in the default angle setting of “radian.” This setting must NOT be changed while preparing the calculators for testing. Prior to the day of testing, students should be instructed on how to adjust the angle setting. If desired, students can adjust the angle setting after the testing session begins, but must do so without prompting or reminders from Examiners and/or Proctors.</p>

Table 21. State-Approved Calculators Guidelines and Preparation Instructions for Testing, continued

Graphing Calculators	Memory Reset and Operating System Information
<p>TI-Nspire (non-CAS) TI-Nspire CX (non-CAS)</p>	<p><u>Operating system prior to version 2.1.1:</u> Prior to SOL testing, enable the Press-to-Test mode with all options disabled (keep all options checked). The Press-to-Test mode temporarily disables, rather than deletes, documents and some features including flash applications.</p> <p><u>Operating system between, and including, versions 2.1.1 and 3.1.x.xxx:</u> Prior to SOL testing, enable the Press-to-Test mode and disable all options (keep all options checked) except for “Disable Inequality Graphing,” “Disable $\log_b x$ template and summation functions,” and “Disable Polynomial Root Finder and Simultaneous Equation Solver.”</p> <p><u>Operating system version 3.2 and higher:</u> Prior to SOL testing, enable the Press-to-Test mode and disable all options (keep all options checked) except for “Disable Inequality Graphing,” “Disable Implicit Graphing, Conic Templates, Conic analysis and Geometric Conics,” “Disable $\log_b x$ template and summation functions,” and “Disable Polynomial Root Finder and Simultaneous Equation Solver.”</p> <p>It is recommended that the TI-Nspire operating system be updated for instruction and testing at:</p> <p style="text-align: center;">https://education.ti.com/en/software/search</p> <p>The outdated operating system 2.0.0.1188 should not be used for testing, as it does not meet the minimum recommended features in Press-to-Test mode needed for the SOL test.</p> <p>The Press-to-Test mode defaults to the angle setting of “degree.” This setting should NOT be changed when placing the TI-Nspire or TI-Nspire CX into Press-to-Test mode. Prior to testing, students should be familiar with using the calculator in Press-to-Test mode and how to adjust the angle setting. If desired, students can adjust the angle setting after the testing session begins, but must do so without prompting or reminders from Examiners and/or Proctors.</p>

Table 21. State-Approved Calculators Guidelines and Preparation Instructions for Testing, continued

Graphing Calculators	Memory Reset and Operating System Information
TI-73 Explorer	<p>Prior to SOL testing, reset “All RAM” (erases all data and programs) and delete <u>all</u> APPs.</p> <p>The following APPs (which are approved for use on SOL tests) are not available for the TI-73 Explorer: Polynomial Root Finder and Simultaneous Equation Solver; Conic Graphing; and Inequality Graphing.</p> <p>This calculator does NOT have all of the functionality of other approved graphing calculators. The TI-73 Explorer calculator is NOT recommended for use on the <i>Algebra II</i> (2009 or 2016) SOL test.</p> <p>Resetting this calculator will result in the default angle setting of “degree.” This setting must NOT be changed while preparing the calculators for testing. Prior to the day of testing, students should be instructed on how to adjust the angle setting. If desired, students can adjust the angle setting after the testing session begins, but must do so without prompting or reminders from Examiners and/or Proctors.</p>
Calculators for Students with Disabilities	
<ul style="list-style-type: none"> Students with blindness or visual impairments may need calculators with large keys, buttons, displays, and/or talking capabilities in order to access the test. Calculators with these accessibility features are allowed on the SOL <i>Mathematics</i> and <i>Science</i> tests that permit calculators as long as the calculator has the same mathematical capabilities as the state-approved calculators (refer to this table and the Hand-Held Calculator Guidelines). The IEP team/504 committee must determine the student’s eligibility by using the revised <i>Calculator Accommodation Criteria Form</i> (available on the Virginia Department of Education Web page: www.doe.virginia.gov/testing/participation/index.shtml). Students using a calculator with talking capabilities must be tested individually or with headphones/ear buds so that other students are not disturbed. Students with disabilities may need calculators with additional mathematical capabilities and/or to use the calculator on the portion of a <i>Mathematics</i> test in which a calculator is not permitted. The IEP team/504 committee must determine the student’s eligibility by using the revised <i>Calculator Accommodation Criteria Form</i> (available on the Virginia Department of Education Web page: www.doe.virginia.gov/testing/participation/index.shtml). For additional guidance, refer to the Testing Memo, <i>Calculator Accommodation Criteria Form for Students with Disabilities Including Blindness or Visual Impairments</i>. For more information regarding <i>Testing Accommodations for Students with Disabilities</i>, refer to Appendix B in this manual. 	
<p>Refer to the Appendix, <i>Scientific Calculators with Accessibility Features and Additional Mathematical Capabilities</i>, within the <i>Calculator Accommodation Criteria Form</i>, for guidance when considering using the scientific calculators listed below:</p> <p>SciPlus-2200VA—large button and large screen scientific calculator.</p> <p>SciPlus-2300VA—large button, large screen, and talking scientific calculator.</p> <p>Orion TI-30XS MultiView—talking scientific calculator.</p> <p>Orion TI-36X (discontinued)—talking scientific calculator.</p>	

Hand-Held Calculator Guidelines

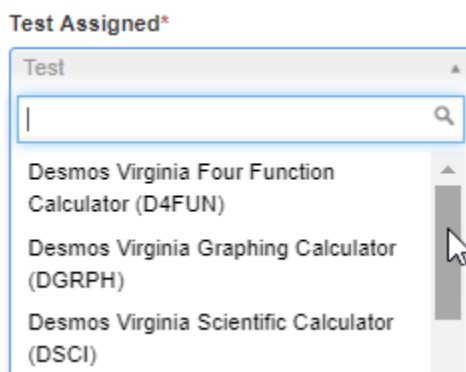
The guidelines outlined below should be followed when addressing calculator use on the SOL Grades 4–8 and EOC *Mathematics* tests and the Grade 5 and 8 and EOC *Science* tests:

- Students may only use one hand-held state-approved calculator during a test and are allowed to use only one model of a calculator.
- Divisions wishing to use calculators which are not on the state-approved list must receive prior approval from the Virginia Department of Education.
- All calculators must be reset/prepared as described in Table 21 prior to each test session. If a student is moved to an alternate test site, he/she may continue to use the original calculator issued for the test. However, if the student is issued a different calculator, it must be reset/prepared as described in Table 21 prior to being issued to the student.
- If the calculator provides a language option for the display, English must be selected.
- The calculator cannot provide information to a student through its display or formatting that may assist the student with content knowledge during testing.
- Students should be familiar with the calculator they are to use. The SOL test administration should not be the first time a student uses an approved calculator.
- Either a school-owned or student-owned calculator may be used on the test.
- Non state-approved materials that provide information on calculator use or course content may not be used or attached to or included with the calculator or its case. Such materials include, but are not limited to, formula cards, calculator instruction sheets/manuals, note cards, etc.
- A graphing calculator with an algebraic Operating System is not allowed.
- A QWERTY keyboard may not be used.

Guidance for the 2021–2022 School Year Regarding Providing a Hand-Held Calculator and/or Desmos Calculator for *Mathematics* (2016 SOL) Tests

1. For online Grades 4–8 and EOC *Mathematics* (2016 SOL) tests, the Desmos Virginia calculator is provided within TestNav for the sections of the mathematics assessments in which a calculator is permitted. School Divisions are permitted to continue to provide one of the hand-held calculators from the list of *Approved Calculators for the Virginia Standards of Learning Assessments*, in addition to the Desmos calculator provided within TestNav.
2. For paper Grades 4–8 and EOC *Mathematics* (2016 SOL) tests administered to students with a documented need for a paper test, School Divisions may provide a hand-held calculator from the list of *Approved Calculators for the Virginia Standards of Learning Assessments* and/or provide access to the Desmos Virginia calculator for the sections of the *Mathematics* assessments in which a calculator is permitted under the following specific conditions:
 - Access to the Desmos Virginia calculator must only be provided using the appropriate Desmos Virginia Calculator Training Center Test to ensure the student has access to the approved calculator and does not have access to other applications or the Internet while using the calculator.
 - A proctor must observe the test session to verify the student has not exited or closed the Training Center test to access other applications or the Internet rather than using the Desmos Virginia calculator.
 - Upon completion of the test, the proctor must sign a written statement indicating that the test was administered under the above conditions.

Three different Training Center tests are available in the PearsonAccess^{next} Training Center. Each Training Center test provides students secure access to a specific Desmos Virginia calculator when logged in using a Training Center test ticket. No other mathematics content is presented in these tests, and students are not able to use other applications while logged into the Training Center test. The three different Training Center tests are:



For additional information about how to setup Training Center tests, please refer to the *Training Workbook* under Support in PearsonAccess^{next}.

3. For students with disabilities eligible to use State approved calculators on sections of the online or paper Grades 3–7 *Mathematics* SOL assessments in which a calculator is not allowed, the IEP/504 Plan must specify whether to provide a hand-held calculator from the list of *State-Approved Calculators for the Virginia Standards of Learning Assessments* and/or to provide access to the Desmos Virginia calculator during their mathematics test following the specific conditions provided in number 2 in this section.

Guidance Continues on the Next Page

NOTES:

- The list of *State-Approved Calculators for the Virginia Standards of Learning Assessments* is located on the Virginia Department of Education website:

www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml

- If a student with a disability requires the use of a hand-held calculator other than those on the approved calculator list, the *Calculator Accommodation Criteria Form* must be completed and, if applicable, submitted to the Virginia Department of Education.

10.3.1 Materials needed for accommodations

As appropriate, provide students any needed materials or equipment required for accommodations. Refer to Appendix B for guidelines.

Refer to Section 4.14 for additional information regarding accommodations.

THANK YOU

We appreciate your time and effort in administering in the
VAAP 2021–2022, *Writing* 2021–2022, Spring 2022
Non-Writing Assessments.

Please email any comments or suggestions for improving this
manual to: **student_assessment@doe.virginia.gov**

Appendix A

Test Security

Virginia Assessment Program Spring 2022 <i>School Division</i> <i>Personnel Test Security Agreement</i>	125
General Assembly Legislation	127
Virginia Assessment Program <i>School Division</i> <i>Test Security Agreement</i>	129
Virginia Assessment Program Spring 2022 <i>School Affidavit</i>	130
Virginia Assessment Program Spring 2022 <i>School Division Affidavit</i> . .	131

APPENDIX A

Virginia Assessment Program Spring 2022 School Division Personnel Test Security Agreement

The *School Division Personnel Test Security Agreement* that follows should be read and understood by all school division personnel. All individuals who may be exposed to secure test items and those involved in the administration of the Virginia Assessment Program (VAP) tests (including, but not limited to, Examiners, Proctors, Interpreters, and Scribes) **MUST** read, understand, and agree to adhere to the following:

1. Students must never be exposed to unreleased (secure)¹ test items (except while completing an official VAP test attempt) or exposed to answers to secure test items. **Using secure test items in any form (including reworded test items) at any time is a violation of test security.** If in doubt whether test items are secure, contact your Division Director of Testing for assistance.
2. All persons are prohibited from providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include, but are not limited to, the following: providing clues or hints, providing reminders of content or testing strategies, prompting students to correct or check/recheck specific responses, permitting access to curricular materials² (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.), or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
3. Examiners should be in possession of secure test materials only on the day they are administering a test, or in accordance with the procedures for advanced access to a test, and only for the specific test being administered. For the paper VAP *Writing* tests only, Examiners are not permitted to open sealed packages of prompts more than 30 minutes before the administration of the short-paper component.
4. Reading or reviewing any part of a secure test (e.g., test items, answer options, passages, pictures, diagrams, charts, maps, etc.) before, during, or after the test administration is a violation of test security unless an Examiner is reading the test items as part of an accommodation (e.g., read-aloud, interpretation/transliteration, etc.) or is reviewing the test items in preparation for providing that accommodation.
5. Any Login IDs and passwords issued for the administration of VAP tests are secure and must remain confidential.
6. Logging into or navigating throughout a secure online test by anyone except the student whose name appears on the Student Testing Ticket is a violation of test security³. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
7. Capturing **ALL OR ANY PART** of a secure test is a violation of test security. Prohibited actions include, but are not limited to, copying, photographing, recording, outlining, or summarizing test content or details regarding the secure test content. Any exceptions to this must first be authorized by the Virginia Department of Education through the Division Director of Testing.
8. All VAP tests must be administered strictly in accordance with the instructions provided in the VAP test manuals. This includes, but is not limited to, adhering to procedures for the handling, distribution and use of test materials and test manipulatives, adhering to specific requirements associated with test accommodations (e.g., read-aloud accommodation, dictation to scribe, etc.), and reading all test directions to students exactly as written. VAP test directions must not be paraphrased, altered, or expanded without prior authorization from the Virginia Department of Education through the Division Director of Testing unless the *Examiner's Manual* allows flexibility in providing specific directions.
9. Sample items are included at the beginning of each VAP test and are the only items on the test that may be used with students to review, as directed in the *Examiner's Manual*, test item format and procedures for indicating responses. Students should also be provided with opportunities prior to the day of their test administration to become familiar with VAP test item formats and how to indicate responses. Resources such as SOL Practice Items are available for these purposes on the Virginia Department of Education website.
10. All persons are prohibited from attempting to formally or informally score secure VAP tests or individual test items. Prohibited actions include, but are not limited to, creating an answer key, reviewing or scoring a student's test item response or responses, reviewing or scoring student scratch paper, or tracking student performance on test items⁴.

11. All persons are prohibited from altering, in any manner, student responses to secure test items. Prohibited actions include, but are not limited to, erasing or deleting student responses, changing student responses, or providing responses to items left unanswered or partially unanswered.

¹VAP test items remain secure before, during, and after all test administrations until such time that the Virginia Department of Education publishes the test item on its website as released. The end of a test administration does NOT indicate secure VAP test items are released.

²For the Fall Growth Assessments and Virginia Alternate Assessment Program tests, it is unnecessary to cover or remove curricular materials from classroom walls.

³Examiner's administering assessments for the Virginia Alternate Assessment Program are permitted to sign in, navigate, and respond to items based on the needs of the individual student being assessed and in accordance with the procedures in the *Examiner's Manual*.

⁴Examiner's administering assessments for the Virginia Alternate Assessment Program are permitted to record student responses on the Examiner's Copy of the test to track student advancement through the test and to enter item responses at a later date in TestNav in accordance with the procedures in the *Examiner's Manual*.

Submit a separate *School Division Personnel Test Security Agreement* for each Spring 2022 test administration, listed below, in which the division staff member participates:

Spring 2022 Test Administration (check only one):

☐ **VAAP 2021–2022**

☐ **Writing 2021–2022**

☐ **Spring 2022 Non-Writing and/or Grades 3–8 Reading/Mathematics 2021–2022**

I acknowledge that I will have access to the Virginia Assessment Program (VAP) tests for the purpose of administering a test. I also acknowledge that I have read, understand, and agree to adhere to all elements of the *School Division Personnel Test Security Agreement* and the following:

1. I have read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests).
2. I understand that if test security procedures are not followed, my license may be suspended or revoked and/or I may be assessed a civil penalty for each violation.
3. All known or suspected violations of Virginia Assessment Program test security shall be reported to appropriate school division personnel or to the Virginia Department of Education. To contact the Virginia Department of Education to report a known or suspected violation, call student assessment staff at (804) 225-2102, or mail details to Department of Student Assessment, Accountability, and ESEA Programs, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

Please be sure to sign and return the *School Division Personnel Test Security Agreement* to the appropriate test administrator before participating in any Virginia Assessment Program test administration activities involving secure test materials.

Signed:	Print Name:
Position:	Date:
School:	Division:

Pages 1–2 of this document should be photocopied.

Please read legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests) regarding the repercussions of violating test security.

§ 22.1–19.1. Action for violations related to secure mandatory tests.

A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education;
7. Excluding students from testing who are required to be assessed; or
8. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction, or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

D. For the purpose of this section, "person" shall not mean a student enrolled in a public school.

Please read legislation passed by the Virginia General Assembly (§ 22.1–292.1 Violations related to secure mandatory tests) regarding the repercussions of violating test security.

§ 22.1-292.1. Violations related to secure mandatory tests.

A. The Board of Education may (i) issue a written reprimand to or (ii) suspend or revoke the administrative or teaching license of any holder of a Board-issued administrative or teaching license who knowingly and willfully commits any of the following acts related to secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;

4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions;
9. Excluding students from testing who are required to be assessed; or
10. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

These pages may be photocopied.

Virginia Assessment Program *School Division Test Security Agreement*

Directions: School divisions are required to submit the *School Division Test Security Agreement* one time annually for each type of test administration: VAAP, *Writing*, and Grades 3–8 *Reading and Mathematics* and *Non-Writing*. Use this form to submit the *School Division Test Security Agreement* for any of the following test administrations which have not already been submitted during the Fall.

Check all that apply:

- ☐ **VAAP *School Division Test Security Agreement*** (must be submitted by all school divisions administering the VAAP assessments during the Spring administration).
- ☐ ***Writing School Division Test Security Agreement*** (only if one was not submitted for Fall)
- ☐ ***Non-Writing and Grades 3–8 Reading/Mathematics School Division Test Security Agreement*** (only if one was not submitted for Fall)

Scan and email the Division Test Security Agreement no later than by the Friday before the first week of the division's testing windows.

TO: Pearson
Virginia Assessment Program
VAATR@pearson.com

The Virginia school division _____ (School Division Name) acknowledges that the 2021–2022 Virginia Assessment Program tests are secure tests and agrees to the following to ensure test security:

1. The school division will take all necessary precautions to safeguard all secure test materials by limiting access to persons within the school division with a responsible, professional interest in the tests' security.
2. All persons having access to secure test materials (other than students to whom the test is administered) will read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests), will read and sign the *School Division Personnel Test Security Agreement*, complete and sign affidavits and transmittal forms as directed in the *Test Implementation Manual*, and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed and signed security agreements, transmittal forms, and affidavits will be kept on file by the Division Director of Testing.
3. Student Testing Tickets, Proctor Testing Tickets, Seal Codes, Student Resource Materials will be printed no more than 96 hours (4 school days) prior to the test session start date. Secure paper test materials, including test booklets and audio/special forms kits, will be delivered to schools no earlier than 96 hours (4 school days) prior to the date of testing. School Test Coordinators will deliver the secure materials to Examiners no sooner than the date of testing.
4. Under no circumstances will students be permitted to remove test materials from the testing location.
5. The school division will take all necessary precautions to ensure that students' responses are not altered in any way.
6. Upon completion of testing, the school division will ensure proper disposition of all test materials as directed in the *Test Implementation Manual*.

By signing this document, I am assuring the Virginia Department of Education and Pearson that I, and anyone having access to the Virginia Assessment Program test materials, will abide by the above conditions.

Signature:		
Title:	Division Director of Testing	Division Superintendent
Date:		

This page may be photocopied.

Division Name: _____

School Name: _____

After testing in this school building has been completed for the test administration checked below, the school affidavit must be signed and dated by the school test coordinator (STC) and the building principal. Return this form to the Division Director of Testing (DDOT), who must keep the signed school affidavits on file.

Check the Spring 2022 Administration (choose one):

☐ VAAP 2021–2022

☐ Writing 2021–2022

☐ Spring 2022 Non-Writing and/or Grades 3–8 Reading/Mathematics 2021–2022

SCHOOL AFFIDAVIT (choose one)

Violations of the *School Division Personnel Test Security Agreement*. Choose one only:

☐ I certify that, to my knowledge, no one in the school building has violated the *School Division Personnel Test Security Agreement*.

OR

☐ I certify that I am aware of a violation(s) of the *School Division Personnel Test Security Agreement* in this school building. The violation(s) has been reported to the Division Director of Testing.

Return of secure testing materials for paper tests. Choose one only:

☐ All secure testing materials for paper tests have been returned to the Division Director of Testing as directed.

OR

☐ A testing irregularity has been filed with the Division Director of Testing regarding the secure paper test materials that were lost or destroyed. All other secure testing materials, received from the Division Director of Testing, have been returned.

OR

☐ Our School did not receive or administer any paper tests.

STC's Name (printed or typed):	STC's Signature:	Date:
Building Principal's Name (printed or typed):	Building Principal's Signature:	Date:

The STC may keep a copy of the completed form for the school files.

This page may be photocopied.

APPENDIX A**Virginia Assessment Program
Spring 2022 School Division Affidavit**

Directions: A separate *School Division Affidavit* must be submitted at the end of each test administration.

Scan and email this affidavit no later than four weeks after the end of the division testing window.

TO: Virginia Department of Education
Office of Student Assessment
Email: Student_Assessment@doe.virginia.gov

School Division Name: _____

The *School Division Affidavit* must be signed and dated by the Division Director of Testing (DDOT) and the school division Superintendent.

Check the Spring 2022 Administration (choose one):

☐ **VAAP 2021–2022**

☐ **Writing 2021–2022**

☐ **Spring 2022 Non-Writing and/or Grades 3–8 Reading/Mathematics 2021–2022**

SCHOOL DIVISION AFFIDAVIT (choose one)

Violations of the *School Division Personnel Test Security Agreement*. Choose one only:

☐ I certify that, to my knowledge, no one in the division has violated the *School Division Personnel Test Security Agreement*.

OR

☐ I certify that I am aware of a violation(s) of the *School Division Personnel Test Security Agreement*. The violation(s) has been reported to the Virginia Department of Education Office of Student Assessment.

Return of secure testing materials for paper tests. Choose one only:

☐ All secure testing materials for paper tests, received from Pearson, have been returned to Pearson as directed.

OR

☐ A testing irregularity has been filed with the Virginia Department of Education regarding the secure paper test materials that were lost or destroyed. All other secure testing materials, received from Pearson, have been returned.

OR

☐ Our School Division did not order any paper tests.

DDOT Name (printed or typed):	DDOT's Signature:	Date:
Division Superintendent Name (printed or typed):	Division Superintendent's Signature:	Date:

This page may be photocopied.

Appendix B

Special Testing Accommodations

Special Testing Accommodations: Resources and General Guidance	135
Testing Accommodations for Students with Disabilities	137
Testing Accommodations for English Learners (ELs)	161
Table of Testing Accommodations Available for the Writing Test	172
Table of Testing Accommodations Available for the SOL Grades 3–8, Content Specific History, and <i>Non-Writing</i> Tests	175

VIRGINIA ASSESSMENT PROGRAM

Before testing, the Examiner should become familiar with special testing accommodations specified in students' IEPs, 504 Plans, or EL Assessment Participation Plans. Additionally, special testing accommodations may be provided to students with a documented temporary condition who do not have an IEP or 504 Plan. The Examiner should coordinate with the STC to determine how special testing accommodations will be provided during the testing session. Consult the resources listed below:

- *Students with Disabilities: Guidelines for Assessment Participation*
- *Students with Disabilities: Guidelines for Special Test Accommodations*
- *Procedures for Determining English Learner Participation in the Virginia Assessment Program*
- *Guidelines for Administering the Read-Aloud Accommodation for Standards of Learning Assessments*
- *Explanation of Testing Accommodations for Students with Disabilities—Math Aids—Accommodation Code 19*
- *Explanation of Testing Accommodations for Students with Disabilities—Assistive Technology Accommodations*
- *Calculator Accommodation Criteria Form*

These and other resources are located on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

Paper Test Format

All students are required to take the online version of the tests with the exception of students who meet one of the criteria for paper testing listed below:

- The student attends school in a location where a secure network connection or the required technology is not available to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; night school or Governor's school.
- The student requires an accommodation specified in his/her Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, braille, and some instances of multiple test sessions).
- The student has a documented medical condition, such as a seizure disorder, where exposure to the testing device will aggravate the student's condition.
- The student's eligibility for paper tests has been established using the *Documentation of Need for Paper Assessment* form (available from the DDOT). The form documents that the use of paper tests is intended only to provide access to the assessments for the following students:
 - Students with disabilities who require other accommodations that necessitate a paper test.
 - Students with medical conditions that render them unable to take an online test.

The use of paper tests may not be permitted for the purpose of improving performance.

Additional materials required for testing accommodations

Some accommodations require additional materials and supplies for test administration. It is important to identify these materials or devices prior to testing. For example: Examiners conducting a paper test read-aloud administration **MUST** ensure that the test booklets used have **IDENTICAL** form numbers so that the Examiner and student(s) are viewing the same test items. Examiners conducting an online read-aloud administration for non-CATs should use a Proctor Testing Ticket on their own testing device to sign in and access the identical online form number the student(s) are viewing on their testing device. Some special test accommodations require that the test administration be recorded (audio or audio and video recorded) or proctored; therefore, an appropriate recording device must be used. Students taking an audio test will require head phones (for online and paper tests) and a CD player (for paper tests). Other students may require magnification aids, spelling aids, math aids, a braille writer, a calculator, etc., depending on what is specified in the student's IEP, 504 Plan, or EL Assessment Participation Plan.

VIRGINIA ASSESSMENT PROGRAM

The accommodations listed below and explained on the following pages are available to eligible students with disabilities. Students with documented temporary conditions may use appropriate accommodations. Staff administering assessments with accommodations must be familiar with the information in this section.

Accommodations are commonly placed in the four categories noted below, and guidance for each of the accommodations is provided in the pages that follow.

Timing/Scheduling Accommodations	Setting Accommodations
Adjust the scheduling of a test: <ul style="list-style-type: none"> ■ multiple test sessions ■ time of day ■ order of tests ■ planned breaks during test 	Adjust the place in which the testing normally occurs: <ul style="list-style-type: none"> ■ test location ■ adaptive or special furniture ■ special lighting
Presentation Accommodations	Response Accommodations
Adjust the presentation of test material and/or test directions: <ul style="list-style-type: none"> ■ written directions accompanying oral directions ■ specific verbal prompts ■ visual aids ■ amplification equipment ■ noise-dampening equipment ■ large-print test ■ braille test ■ Plain English version of a <i>Mathematics</i> test ■ read-aloud test ■ audio test ■ interpreting/transliterating testing directions ■ interpreting/transliterating the test 	Adjust the manner in which students respond to or answer test items: <ul style="list-style-type: none"> ■ enlarged copy of the answer document ■ communication board or choice cards ■ Examiner records responses ■ braille ■ word processor or word processor with speech-to-text ■ augmentative communication device ■ word prediction software ■ spelling aids ■ English dictionary ■ dictation using a recording device ■ dictation to a scribe ■ read back student response ■ calculator and arithmetic tools ■ calculator with additional capabilities ■ math aids ■ dry erase board ■ additional writing implements

Timing/Scheduling Accommodations

The VAP tests are untimed, but ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. Some students, for example, may be unable to concentrate for a long period of time, have short attention spans, or have a disability that affects stamina. Establishing breaks or scheduling the test over two or more school days may be appropriate for these students.

Before attempting a test, the student should be familiar with his/her specific test schedule and the time frame of his/her test (e.g., time of day, taking a test over multiple days, frequent breaks). Familiarity with the test schedule or time frame is best provided as part of regular instruction well in advance of the actual test administration.

■ Multiple Test Sessions

Use accommodation code 1.

Students with disabilities who require multiple test sessions, when the test will be completed in two or more school days, may be administered a paper test. When administering a paper test, care must be taken to ensure that the student is exposed only to those test items in the portion of the paper test that he/she is attempting that day. Previously completed items and items not yet accessed must be sealed to prevent accidental exposure to the student.

The IEP team/504 committee may determine that it is appropriate for an individual student, with the Multiple Test Sessions accommodation, to take the online version of these SOL tests: Grades 3–5 *Reading* and Grades 3–7 *Mathematics* SOL tests.

- The SOL Grades 3–5 *Reading* and Grades 3–7 *Mathematics* SOL tests may be administered online over two days with the requirement that the student completes all of the first portion of the test on the first day and Exits the test at the Seal Code. The student must then finish all of the second portion of the test on the second day. The student may be provided with a break while completing either part, but the student must be supervised and test security must be maintained throughout the break. Refer to Testing Memos 1385 and 1386 for additional details when determining the appropriateness of administering these online tests to students who require the Multiple Test Sessions accommodation. Eligible students who are unable to complete these online tests as described must be administered a paper test.

NOTE: The short-paper component of the *Writing* assessment, whether administered in paper or online, must be completed in one school day and does not qualify for multiple test sessions; however, the student may be given breaks under secure conditions.

■ Flexible Schedule

Use accommodation code 31.

Students with disabilities may receive adjustments to their test schedule to include:

Time of Day: The student is assessed during the time of day that is most appropriate for the student.

Order of Tests: The order of tests administered is based on what is most appropriate for the student.

Planned Breaks During Testing: Students who require breaks, but not multiple test sessions, must complete the test in one school day. The schedule for breaks must be determined prior to testing and be based on the routine use of scheduled breaks during classroom assessment. The Test Examiner and School Test Coordinator should work together to establish the procedure for notifying the student to begin and end a break during testing. Breaks are available for either online or paper tests. The break(s) must be supervised. Test security must be maintained at all times during the break(s). The student must not be allowed to discuss the test in any way, must not have access to any educational materials or electronic devices during the break(s), and must not disrupt other students who are continuing to test.

Also for test security, the student's test materials must not be accessible or viewable by other students or by school personnel during the break(s). If the student is testing online, the student should either be *Exited* from the online test or, if the testing room will be securely maintained, the student's screen could be turned off or covered prior to the break(s) to maintain test security. If the student *Exits* the test, his/her test must be *Resumed* on the Students in Sessions screen in PearsonAccess^{next} and the student must log back into TestNav using his/her Student Testing Ticket. If the student's screen was turned off or covered and the student did not *Exit*, the student must return to the same testing device to continue testing.

NOTE: The paper answer document does not list accommodation code 31. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

Setting Accommodations

Before attempting a test, the student should be familiar with the setting of his/her test (the location of the test administration, using special furniture, the lighting in the testing room). Familiarity with the test setting is best provided as part of regular instruction well in advance of the actual test administration.

■ Setting

Use accommodation code 32.

Students with disabilities may receive adjustments to their test setting to include:

- Location: The test is administered in an alternate location, to minimize distractions for the student, or the student is assessed in a non-school setting as determined by the IEP team or the 504 committee.
- Adaptive or Special Furniture: The student is assessed using adaptive or special furniture, such as balance balls, cushions, or a raised desk surface.
- Special Lighting: The lighting in the testing room may be modified based on what is most appropriate for the student.

NOTE: The paper answer document does not list accommodation code 32. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

Presentation Accommodations

Before attempting a test, the student should be familiar with how his/her test will be presented (e.g., using visual aids, read aloud, audio). Familiarity with the test presentation or test format is best provided as part of regular instruction well in advance of the actual test administration.

■ Written Directions Accompanying Oral Directions

Use accommodation code 7, Test Directions Delivery.

The student may receive a copy of the bold, "SAY," testing directions from the *Examiner's Manual* (for online tests) or from the *Supplement to the Examiner's Manual* (for paper tests). Prior to providing the directions to the student, the student's copy must be reviewed by a second staff member to ensure all the **SAY** directions from the *Manual* are included. The non-bold directions that provide instructions only for the Examiner/Proctor should be removed.

NOTE: The paper answer document does not list accommodation code 7. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

■ Specific Verbal Prompts

Use accommodation code 20.

The Examiner is permitted to use specific verbal prompts to help students with disabilities remain focused on completing the assessment. The following statements are the only prompts that may be used with students during tests:

"Please continue with your test."

"Keep working."

"Keep going."

"Focus."

"Stay focused."

The IEP Team or 504 Committee must select from these five phrases to choose the specific verbal prompt(s) which will be used. The specific verbal prompt(s) selected must be documented in the IEP or 504 Plan. All other verbal prompts must be approved by the Virginia Department of Education using the *Special Assessment Accommodation Request* form before the prompts are used on any tests.

The student must be assessed individually to ensure that other test takers are not distracted.

The test session must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

NOTE: The paper answer document does not list accommodation code 20. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

■ Visual Aids

Use accommodation code 4.

Visual aids can include:

- Color overlays or tinted screens. A student may use only one blank color overlay. Prior to the assessment session, the Examiner and student must use practice tests to verify that the color overlay or the tinted screen does not obscure any shaded areas of online test items.
- Graphic organizers. A student may use a graphic organizer to organize content in response to a test item or in response to the prompt for the short-paper component of the *Writing* SOL test. The structure of the graphic organizer may not clue or guide the student in any manner. Graphic organizers must be blank and must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Graphic organizer software must produce only blank templates that may be used electronically or in print and that must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Template libraries, hyperlink functions, and access to the Internet must be disabled and the software must be used on a separate device from the online testing device. Testing staff must ensure the graphic organizer is not visible to other students. Individual testing or physical barriers between students may be used.
- Magnification. For test security, testing staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing.
 - Physical magnification devices, such as a magnifying glass or screen magnifier, which are placed over the display for visually impaired students may be used.
 - Electronic magnification devices, such as a closed-circuit television (CCTV), a large monitor, an interactive or electronic whiteboard, or a LCD projector which projects the assessment onto a large screen or board may be used by visually impaired students for magnification purposes only. These magnification devices must not save or capture any portion of the test or use software running concurrently with TestNav.
- Periodic Table of the Elements. A student may use a paper copy of the Periodic Table of the Elements with the online *Chemistry* SOL test. The Periodic Table of the Elements must be downloaded from the Virginia Department of Education website at:
www.doe.virginia.gov/testing/test_administration/ancillary_materials/science/2010/2010_sol_periodic_table.pdf
Testing staff must ensure the Periodic Table of the Elements is not visible to other students. Individual testing or physical barriers between students may be used. After the test has been completed, the paper Periodic Table of the Elements must be collected with all other secure testing materials (Student Testing Tickets, scratch paper, etc.) and returned to the DDOT or securely destroyed per local instructions.
- Templates. A student may use a template (or mask) that is blank that allows a student to see one word, sentence, or line of print at a time. Markers may be used to allow the student to maintain his/her place. Use accommodation code 4 for a student who requires a paper test and the use of a mask or template.
 - Use of accommodation code 4 is not required for students taking an online test. The Line Reader Mask, Answer Mask, and Highlighter tools are available to all students taking an online test and are not considered accommodations.
 - Students may not hold a template or mask up to or over the testing device's screen.
 - Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav 8.

■ Amplification Equipment

Use accommodation code 5.

Amplification equipment, such as an auditory trainer or whisper phone, is available only to students with disabilities as documented in the IEP or 504 Plan. These accommodations must be administered in an individual session to ensure that other test takers are not distracted.

■ **Noise Dampening Equipment**

Use accommodation code 5.

A student with a disability may wear noise dampening headphones, ear muffs, or ear plugs to reduce distractions while taking an assessment. The headphones, earmuffs, or ear plugs must be worn only after all Examiner instructions are completed and may not be connected (wired or wireless) to any music, phone, or other electronic device during the test session. The student will be provided the headphones, earmuffs, or ear plugs, but must put them on independently.

Guidance for Hearing Aids with Internet-Connected Devices

The *Hearing Aids with Internet-Connected Device Form* must be submitted to VDOE for students with disabilities who require hearing aids that allow a connection to an Internet-enabled device, such as a smart phone, during the administration of an assessment. The *Hearing Aids with Internet-Connected Device Form* does not need to be submitted for students with hearing aids that cannot be connected to an Internet-enabled device.

■ **Large-Print Test**

Use accommodation code 6.

Available with paper tests only

Large-print tests are available only to students who have a documented visual impairment. A copy of the large-print test is provided in regular print to the Examiner/Proctor administering the large-print test..

■ **Braille Test**

Use accommodation code 9.

Available with paper tests only

Braille tests are available only to students who have a documented visual impairment. A copy of the braille test is provided in regular print to the Examiner/Proctor administering the braille test. The current braille formats available for Virginia Assessment Program tests are listed in the following table:

Content Area Test	English Braille American Edition (EBAE) with Nemeth	Unified English Braille (UEB)	Unified English Braille (UEB) with Nemeth
Grades 3-8 and EOC <i>Reading</i> (2017 SOL)		X	
EOC <i>Reading</i> (2010 SOL)	X		
Grades 3-8 and EOC <i>Mathematics</i> (2016 SOL)		X	X
EOC <i>Mathematics</i> (2009 SOL)	X		
<i>History/Social Science</i> (2015 SOL)		X	
EOC <i>History/Social Science</i> (2008 SOL)	X		
Grades 5, 8, and EOC <i>Science</i> (2010 SOL)	X		
Grade 8 and EOC <i>Writing</i> (2010 SOL)	X		

■ **Plain English *Mathematics* (2009 SOL) Test**
Use accommodation code A.

The Plain English *Algebra I* (2009 SOL) test is only available to students with disabilities who previously passed an *Algebra I* class prior to Spring 2019 and need to retake the Plain English *Algebra I* (2009 SOL) test for verified credit to meet graduation requirements.

For students with disabilities, the Plain English *Algebra I* and *Grade 8 Mathematics* (2009 SOL) tests are available to those who demonstrate a need for linguistic simplifications as specified in their Individualized Education Program (IEP) or 504 Management Plan. See the document *Students with Disabilities: Guidelines for Special Test Accommodations* at:

<http://www.doe.virginia.gov/testing/participation/index.shtml>

For ELs, see the section, Testing Accommodations for English Learners, located in this Guide.

Guidance for Reading Tests Aloud—Information for all Assessments

The IEP or 504 Plan must include specific directions for the administration of the read-aloud accommodation. For example, a student's accommodation may require the entire test to be read aloud or may require having words, questions, or sentences read aloud only when requested by the student.

- Unless otherwise specified in the student's IEP/504 Plan, the student will maintain control of the testing device. The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- When reading the test aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test that is not specifically requested by the student.
- The Examiner must only read the text contained within a graphic (diagram, chart, table, picture, map, or other art) exactly as written using a natural tone. It is not permissible to describe or interpret information contained in a graphic.
- The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess^{next} audio Practice Items to hear how tests should be read aloud and to practice reading types of test items.
- In order to provide the student multi-sensory stimulation, the student must be provided the regular print, large-print, braille, or online version of the test to follow along as the Examiner reads.
- Test items must be read in English.
- All read-aloud administrations must be recorded or proctored throughout the entire read-aloud test administration.

Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- For more detailed information, refer to *Guidelines for Administering the Read-Aloud Accommodation for the Standards of Learning Assessments* at:

<http://www.doe.virginia.gov/testing/participation/index.shtml>

■ **Read-Aloud Accommodation on *Mathematics, Science, History/Social Science, and Writing Assessments***
Use accommodation code 10.

The read-aloud accommodation for *Mathematics, Science, History/Social Science, and Writing* assessments is allowed for students with disabilities as specified in the IEP or 504 Plan. Refer to the Guidance for Reading Tests Aloud—Information for all Assessments, located in this Appendix, for additional information.

■ **Read-Aloud Accommodation on the *Reading Assessment***
Use accommodation code 14.

The read-aloud accommodation on the statewide *Reading* assessments is allowed only for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty as determined by a diagnostic tool or instrument that was administered by a qualified professional. Students with disabilities who are simply having difficulty reading text and/or are reading below grade-level are not allowed the read-aloud accommodation on the statewide

Reading assessments. Refer to the Guidance for Reading Tests Aloud—Information for all Assessments, located in this Appendix, for additional information.

NOTE: For the EOC *Reading* test, under certain circumstances, students with disabilities may receive the read-aloud accommodation (accommodation code 14) even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud accommodation on the *Reading* Assessment. To qualify, the student must meet all of the following criteria:

- the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio accommodation; and
- the student's IEP/504 Plan lists the read-aloud or audio accommodation for other tests; and
- the student receives the read-aloud or audio accommodation in the classroom.

The read-aloud accommodation on the EOC *Reading* test will be considered a non-standard accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 14 and B, the test must be marked as retest on the Student Test Details screen in PearsonAccess^{next}.

NOTE: If a student passes the EOC *Reading* test using a non-standard accommodation, the student is considered to have passed for the purpose of earning a verified credit toward graduation.

Guidance for Creating an Online Read-Aloud Test Session

NOTE: The following guidelines do not apply to Computer Adaptive Tests.

Examiners who will be reading an online test aloud to students who require this accommodation will be given access to an online test to be viewed on the Examiner's testing device only, through the use of a Proctor Testing Ticket. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a testing device that is separate from the student's testing device. Directions for the DDOT and/or STC for creating read-aloud sessions are as follows:

- When creating the new test session, check the box for *Proctor Reads Aloud*. Select the appropriate *Form Group Type Context* (Regular, Expedited Retake, Term Grad), then select the appropriate *Main Form Group Type*.
- Select the *Authorizations* button to view the Proctor Testing Ticket. Selecting this button will display the Proctor Testing Ticket. This ticket should be printed on colored paper to differentiate it from the students' test tickets and kept secure until the day of testing. The Proctor Testing Ticket should be printed no more than 4 days prior to the start of a test session.
- The Proctor Testing Ticket is not valid until the test session is started, and it will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back into the test using the login information on the ticket without resuming the test. Because of this, Proctor Testing Tickets are highly secure materials and must be kept secure until the test session is in STOPPED status. It is imperative that read-aloud test sessions are stopped immediately after the test session is complete. All read-aloud administrations must be audio recorded or proctored.
- Student and Proctor Testing Tickets are generated based on the form group type designated when the session is created. ALL students in the session will receive the same form. Any student needing a form different from the rest of the session must be removed from the session and placed in a new test session set up with that form group type.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Student Tests Details screen. If the accommodation code is not applied, the test will be alerted.
- Refer to the information box in this section on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

Guidance for Creating an Online Session for the Read-Aloud Accommodation for Computer Adaptive Tests (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Examiner/Proctor test cannot be displayed on a separate testing device that would match the student's test. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the guidance below for creating the student's session.

- The test must be administered individually.
- When creating the new test session, do NOT check the box for *Proctor Reads Aloud*. Select the appropriate *Form Group Type Context* (Regular, Expedited, Term Grad), then select the appropriate *Main Form Group Type*.
- A Computer Adaptive Test cannot be reviewed by the Examiner prior to the test administration. Examiners may use the Practice Items in audio format to hear how test items should be read aloud.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Student Tests Details screen. If the accommodation code is not applied, the test will not be alerted.
- Refer to the information box in this section on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

Guidance for Choosing the Online Audio Test Accommodation for Students with Disabilities Who Typically use the Read-Aloud Accommodation in the Classroom

School divisions are told that students should not use accommodations during testing unless they use the same accommodation during classroom instruction and assessments. Since it would be very difficult for school divisions to provide an online audio accommodation during instruction, the following guidelines provide clarification as to the circumstances under which a student could be provided with an online audio accommodation during testing.

- The IEP Team or 504 Committee must determine whether the read-aloud accommodation administered by a Test Examiner or the online audio accommodation is the more appropriate delivery method for online testing. It is particularly important that the parent agrees to the delivery method and that the decision is clearly documented in the IEP or 504 Plan.
- The online audio accommodation on the test may be provided to students who typically have a read-aloud accommodation during instruction or to those who use recorded media or text readers in the classroom.
- If the IEP Team or 504 Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio Practice Items available within TestNav.

■ Audio Accommodation on *Mathematics, Science, History/Social Science, and Writing Assessments* Use accommodation code 11.

The audio accommodation for *Mathematics, Science, History/Social Science, and Writing* assessments is allowed for students with disabilities as specified in the IEP or 504 Plan. Refer to the Guidance for Choosing the Online Audio Test Accommodation for Students with Disabilities Who Typically use the Read-aloud Accommodation in the Classroom, located in this Appendix.

In order to provide the student multi-sensory stimulation, the student must be provided the regular print (online or paper), large-print, or braille version of the test to follow along as the audio plays.

■ Audio Accommodation on the *Reading Assessment* Use accommodation code 15.

The audio accommodation on the statewide *Reading* assessments is allowed only for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty as determined by a diagnostic tool or instrument that was administered by a qualified professional. Students with disabilities who are simply having difficulty reading text

and/or are reading below grade-level are not allowed the audio accommodation on the statewide *Reading* assessments.

NOTE: For the EOC *Reading* test, under certain circumstances, students with disabilities may receive the audio accommodation (accommodation code 15) on the EOC *Reading* test even though the student has not been determined as eligible by the school division according to the criteria required for the audio accommodation on the *Reading* Assessment. The student must meet all of the following criteria:

- the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio accommodation; and
- the student's IEP/504 Plan lists the read-aloud or audio accommodation for other tests; and
- the student receives the read-aloud or audio accommodation in the classroom.

The audio accommodation on the EOC *Reading* test will be considered a non-standard accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 15 and B, the test must be marked as retest on the Student Test Details screen in PearsonAccess^{next}.

NOTE: If a student passes the EOC *Reading* test using a non-standard accommodation, the student is considered to have passed for the purpose of earning a verified credit toward graduation.

Guidance for Online Audio Test Sessions

- Using the Proctor Caching functionality is strongly encouraged especially when delivering an audio form of the test. Proctor Caching allows test administrators to “pre-fetch” test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for online testing. Because audio files consume a large amount of bandwidth, Proctor Caching should be used when delivering an audio test to a student. For details on downloading, installing, and using Proctor Caching, refer to the TestNav 8 Online Support page at:

<https://support.assessment.pearson.com/display/TN/ProctorCache+System+Requirements>
and

<https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache>.

- The STC or designated technology representative should ensure that the online audio test is cached before the test session begins.
- The DDOT or STC may assign the online audio form to a student after the test session has been created. For directions on assigning the audio form, refer to PearsonAccess^{next} Online Support, located at **<https://support.assessment.pearson.com/x/BYDy>**.
- When administering the online audio version of a test, an audio player/tools will appear on the user's screen. Students use the player/tools to play, pause, replay, advance the audio, and to control the volume and speed.
- Prior to testing, the student should have received practice with the audio player/tools by accessing SOL Practice Items within TestNav. Refer to the table *Resources for Test Preparation* in this manual for information.
- The student must select the forward button for each passage/question. Students may listen to a passage/question as many times as necessary.
- If several students will be tested using the online audio form in the same location, headphones must be provided for each of the students.
- If a student needs clarification of what was heard on the audio test, the Examiner may repeat or read anything on the screen that is requested by the student but with caution not to inadvertently disclose a response (e.g., reading numbers versus place values, etc.). The Examiner may not answer questions about the passages or test items, provide definitions, or explain test items for students.
- Using an online audio version of the test is a preferred method of oral presentation as it provides uniform administration statewide. The student should have instructional experience with similar electronic media players found on electronic devices. Unless the student has experience with using electronic media players, the online audio version of a test may place the student at a disadvantage.

Guidance for Interpreting/Transliterating (sign language, cued speech)—Information for ALL Assessments

Interpreters/Transliterators may be used for students who are deaf or have a hearing impairment and who have interpretation documented as an accommodation in their IEP or 504 Plan. The Interpreter/Transliterator may interpret/transliterate test directions, sample items, questions regarding the mechanics of testing directed to and answered by the Examiner, and test items. The student's IEP Team or 504 Committee should determine the best method to provide the student with hearing impairments or deafness access to assessment items. Interpreters/Transliterators for all tests:

- must participate in Examiner/Proctor training offered at the division or school;
- must read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement*;
- may help prepare students for testing by interpreting practice items, released tests, or other materials designed for test preparation;
- may have access to the tests for review purposes 24 hours prior to the test administration as authorized by the DDOT. If the Interpreter/Transliterator requires access to an online test for review purposes, the DDOT must contact testing staff at the Virginia Department of Education for assistance. The pre-testing review must be conducted under supervision. **NOTE:** A Computer Adaptive Test cannot be reviewed prior to the test administration.

During testing, the Interpreter/Transliterator functions as the communication facilitator and must read each item to him/herself silently before interpreting/transliterating it to the student to ensure that the correct response is not inadvertently disclosed. The Interpreter/Transliterator must be careful not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student. The Interpreter's/Transliterator's role and professional code of ethics prohibit answering questions directly or providing assistance in answering test questions. The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

■ Interpreting/Transliterating Test Directions (sign language, cued speech) *Use accommodation code 7, Test Directions Delivery.*

Testing sessions for students who are deaf or have a hearing impairment and who normally communicate in sign language or using cued speech may include a qualified interpreter or transliterator for testing directions or to interpret/transliterate questions answered by the Test Examiner. The Test Examiner must be present for the testing session and must read the test directions aloud as presented in the *Examiner's Manual* so that they can be interpreted/transliterated. The interpreter/transliterator should communicate sample test items that are read aloud as part of the test directions, and student questions should be directed to the Test Examiner.

■ Interpreting/Transliterating Mathematics, Science, History/Social Science, and Writing Assessments *Use accommodation code 12.*

The interpreting/transliterating accommodation for *Mathematics, Science, History/Social Science, and Writing* assessments is allowed for students who are deaf or have hearing impairments as specified in the IEP or 504 Plan. The test items may be interpreted/transliterated directly from assessments (paper or online formats) or from items read to the student by Test Examiners. The student's IEP Team or 504 Committee should determine the best method to provide the student access to assessment items. The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

■ Interpreting/Transliterating the Reading Assessment *Use accommodation code 16.*

Students who are deaf or have a hearing impairment may be considered by school divisions for the interpreting/transliterating accommodation on the *Reading* assessment because of difficulty hearing phonemes, which is a part of the decoding process. Eligibility must be determined by a diagnostic tool or instrument administered by a qualified professional. If a student who is deaf or hearing impaired is found eligible for the interpreting/transliterating accommodation because his/her hearing impairment severely limits the ability to decode text, the test would be administered through an interpreter if that student uses sign language as his/her method of communicating. The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

If the student does not use an interpreter, but depends on speech reading in addition to audition for comprehension, the read-aloud accommodation should be done face-to-face and recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

Guidance for Creating an Interpreting/Transliterating Online Test Session

If the Interpreter/Transliterating is interpreting/transliterating an online test, the Interpreter/Transliterating will need access to the test on a separate testing device unless the test being administered is a Computer Adaptive Test (CAT). Follow the *Guidance for Creating an Online Read-Aloud Test Session* located in this Appendix in order to obtain a Proctor Testing Ticket for the Interpreter/Transliterating. If the Interpreter/Transliterating requires access to the test for review purposes, the DDOT must contact testing staff at the Virginia Department of Education for assistance.

Guidance for Interpreting/Transliterating a Computer Adaptive Test (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Interpreter's/Transliterating's copy of the test cannot be displayed on a separate testing device. If the student requires interpretation/transliteration services on a Computer Adaptive Test, follow the interpreting/transliterating guidelines in *Interpreting/Transliterating Test Items* (e.g., sign language, cued speech)—*Information for ALL Assessments*, located in this Appendix, as well as all of the following:

- The test administration must be administered individually.
- The test administration must be video recorded or proctored by an individual fluent in the type of interpretation/transliteration used. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
- The student and the Interpreter/Transliterating must position themselves so that the student has access to the testing device and can see the Interpreter/Transliterating, and the Interpreter/Transliterating can see the test questions on the student's testing device.
- Unless otherwise specified in the student's IEP/504 Plan, the student will maintain control of the testing device. The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- A Computer Adaptive test cannot be reviewed by the Interpreter/Transliterating prior to the test administration. Interpreters/Transliteratings may practice interpreting/transliterating test questions using the Practice Items for the specific test.

Response Accommodations

It is important to remember that even when accommodations are provided, all responses on the assessment must be generated by the student and not influenced by others. Before attempting a test, the student should be familiar with how he/she will be providing his/her response to test items/prompt (e.g., using a communication board, using an augmentative communication device, pointing). Familiarity with the response method is best provided as part of regular instruction well in advance of the actual test administration.

■ Enlarged Copy of Answer Document

Use accommodation code 8.

Available with paper tests only

If the student marks responses on an enlarged copy of the answer document (accommodation code 8), the student's responses must be transcribed to the regular answer document by a school official. The regular answer document and the enlarged copy of the answer document must be verified by a second school official to ensure that no errors in the transcription occurred. The enlarged copy of the answer document shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

NOTE: It is the school division's responsibility to provide the enlarged answer document for the student.

■ Communication Board, Choice Cards

Use accommodation code 13.

The communication board or choice cards must rest on the work surface and may not be held by the Examiner. The student must independently indicate the response on the communication board or choice cards. Student responses selected from a communication board or choice cards must be transcribed to the regular answer document or entered online by testing staff exactly as the student indicated. The student and the scribe must have previously used this method of communication during instruction. For online testing, practice items must be used so that both the student and the scribe are familiar with the level of communication required to complete the Technology Enhanced Items (TEI). The test administration must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C. The student's answer choices for paper or online assessments must be verified by a second school official to ensure that no errors in transcription occurred.

■ Examiner Records Responses

Use accommodation code 18.

Students who are unable to respond to test items by marking a regular or enlarged copy of the answer document, or by selecting the answer online, may have an Examiner/Proctor record their responses. The student may mark in the test booklet, respond verbally, point, or otherwise indicate a response. The Examiner must transfer the student's responses to the regular answer document or select them on the student's testing device.

If the student marks in his/her own test booklet, the answers must be transcribed onto the answer document. The answer choices in the test booklet and answer document must be verified by a second school official to ensure that no errors in transcription occurred. The student's name should be clearly printed on the test booklet and the booklet returned with all other secure materials to Pearson. If a discrepancy is discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

The student may give the Examiner directions on how to respond to online TEI items by responding verbally, pointing, or otherwise indicating his/her answers. The student may ask the school official to perform tasks that may include:

- writing on the student's scratch paper;
- using manipulatives;
- completing each step of mathematical or scientific calculations, with or without the use of a calculator; and
- manipulating TestNav features/tools.

If the student responds verbally, points, or otherwise indicates a response, the student must be assessed individually to ensure that other test takers are not distracted. The session between the student and the scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

The student's responses for the assessment must be verified by a second school official to ensure that no errors in transcription occurred.

- **Braille**

Use accommodation code 21, Response Devices.

Available with paper tests only

Blind and vision impaired students may use a braille writer as scratch paper to take notes or complete calculations, to respond to the writing prompt of the short-paper component of the *Writing* test, or to record responses to multiple-choice questions on the tests. The braille writing device must not be connected to the Internet or the device's Internet access must be disabled during the test session. Some braille writing devices have features or capabilities beyond those which allow the student to produce written material in braille. Those additional features must be disabled during the test session. If the student requires the use of one of those features, and that feature is not equivalent to a tool that is allowed for all students (e.g. scratch paper), or does not meet the conditions of a specific accommodation provided in this section (e.g. graphic organizer), a *Special Assessment Accommodation Request* must be submitted to VDOE. For calculator software or a calculator app, a *Calculator Accommodation Criteria Form* must be completed and submitted with a *Special Assessment Accommodation Request* to VDOE.

Student responses must be transcribed to the regular answer document by school personnel qualified to read braille. If a student has written his/her response to the *Writing* assessment with a braille writer and has used braille shorthand, the student must spell the English words. The regular answer document and brailled material must be verified by a second testing staff member qualified to read braille to ensure that no errors in transcription occurred. The brailled material shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

- **Word Processor or Word Processor with Speech-to-Text**

Use accommodation code 21, Response Devices.

Available on the short-paper component of the Writing Assessment only

These accommodations allow students to use a word processor (software or a device) that may have speech-to-text capability to complete the short-paper component of the SOL *Writing* test. To be eligible for this accommodation, documentation must exist indicating the student uses a word processor (software or a device) with speech-to-text capability for written classwork. The student may use a hand-held "spell checker" or the spell checking capacity of the word processor, but the student must not be prompted to use it. The student may edit the short paper on the word processor or use a printed copy.

NOTE: The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. When using the online format, two separate devices must be made available to the student. The student must first use one device to sign in to TestNav using his/her Student Testing Ticket to access the prompt and the Checklist for Writers, and the other device will be used as a word processor to compose the short paper. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session.

Word Processor or Word Processor with Speech-to-Text Guidelines: If the speech-to-text capability of a word processor (software or a device) is used, the student must be assessed individually to ensure that other test takers are not distracted. Sessions involving speech-to-text must be recorded or proctored. Any automatic correction, thesaurus, or grammar check features of the word processor must be disabled.

The student may enter his/her own short-paper response from the word processor (software or a device) to the regular answer document or into the online test's response area in TestNav. If appropriate, the student's short paper may be transcribed by testing staff from the word processor to the regular answer document or into the online test's response area in TestNav. If transcribed, the student's response must be verified by a second school official to ensure that no errors in the transcription occurred. The student's short paper must be deleted from the device used to compose the short paper; however, a paper or an electronic copy of the short paper must be securely stored (on a flash drive, CD, etc.) until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration. The paper or electronic copy must then be securely destroyed. A document stating that the response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

If the session was recorded or proctored, follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

If transcription of the student responses is required, refer to the information box, **Guidance for Transcribing Students' Answers—Information for all Assessments**, located at the end of this section.

Guidance for Augmentative Communication Devices with Additional Features

Some augmentative communication devices have features or capabilities beyond those which allow the student to respond. Those additional features must be disabled during the test session. If the student requires the use of any of those features, and that feature is not equivalent to a tool that is allowed for all students (e.g. scratch paper), or does not meet the conditions of a specific accommodation provided in this section (e.g. graphic organizer), a *Special Assessment Accommodation Request* must be submitted to VDOE. For calculator software or a calculator app, a *Calculator Accommodation Criteria Form* must be completed and submitted with a *Special Assessment Accommodation Request* to VDOE.

■ **Augmentative Communication Device**

Use accommodation code 22.

When using this accommodation on the Writing assessment, use the guidelines below as well as the guidelines provided under the Dictation to a Scribe accommodation (accommodation code 25).

To be an eligible accommodation, documentation must exist indicating the student uses an augmentative communication device for his/her written work. Only augmentative communication devices which produce student responses verbatim may be used.

- The student must be assessed individually to ensure that other test takers are not distracted.
- The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.
- The entire testing session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
- When using the online format, two separate devices must be made available to the student. One device will be the testing device where the student will use his/her Student Testing Ticket to sign in to TestNav to access the multiple-choice component or the short-paper component of the test. The other device will be the augmentative communication device. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session.
- **Multiple-choice/TEI component of the *Writing* test**—prior to the assessment, the student and scribe should use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of 'direction' words which will allow the student to direct the scribe to complete TEI items. The word bank may include words such as 'select,' 'drag,' 'drop,' 'up,' 'down,' 'right,' 'left,' etc. Additionally, the student may use a preset template to select multiple-choice letter responses. The student may not have access to subject-linked vocabulary options within the augmentative communication device. The Examiner must record the student's responses on the student's testing device or paper answer document exactly as the student indicates. The student's responses must be verified by a second staff member to ensure that no errors in transcription occurred.
- **Short-paper component of the *Writing* test**—the student may use the augmentative communication device to type the short paper using the QWERTY keyboard. The student may not have access to subject-linked vocabulary options of the augmentative communication device. The spell checking capacity of the augmentative communication device may be used, but the student must not be prompted to use it. If a word prediction feature is used, it must provide only single words (not phrases) triggered by the letters chosen by the student. The word options may not be linked by subject. The student may not use any automatic correction, thesaurus, or grammar check features. The student's typed or printed response to the writing prompt must be transcribed into the response screen of the online test or onto the paper answer document by testing staff.
- Prior to submitting the test for scoring, the transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred. The student's short paper must be deleted from the device used to compose the short paper; however, a paper or an electronic copy (flash drive, CD, etc.) of the short paper must be securely stored until the scores are received and verified, and Authorization to Report (ATR) is approved for that test administration. The paper or electronic copy must then be securely destroyed.
- A document stating that the response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test

Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

■ **Augmentative Communication Device**

Use accommodation code 22.

Use these guidelines when using this accommodation on Non-Writing assessments.

To be an eligible accommodation, documentation must exist indicating the student uses an augmentative communication device for his/her written work. Only augmentative communication devices which produce student responses verbatim may be used.

- The student must be assessed individually to ensure that other test takers are not distracted.
- The entire testing session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
- When using the online format, two separate devices must be made available to the student. One device will be the testing device where the student will use his/her Student Testing Ticket to sign in to TestNav to access the test. The other device will be the augmentative communication device. This device must not be connected to the Internet or the device's Internet access must be disabled during the test session.
- **Multiple-choice/TEI component of a Non-Writing test**—prior to the assessment, the student and scribe must use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of 'direction' words which will allow the student to direct the scribe to complete TEI items. The word bank may include words such as 'select,' 'drag,' 'drop,' 'up,' 'down,' 'right,' 'left,' etc. The student must use the QWERTY keyboard to provide his/her response for 'fill in the blank' TEI. The student may use a preset template to select multiple-choice letter responses. The student may not have access to subject-linked vocabulary options within the augmentative communication device. The Examiner must record the student's responses on the student's testing device or paper answer document exactly as the student indicates. The student's responses must be verified by a second staff member to ensure that no errors in transcription occurred.

■ **Word Prediction Software**

Use accommodation code 21, Response Devices.

Available on the short-paper component of Writing Assessment only

Students with disabilities may use word prediction/selection software on the short-paper component of the SOL *Writing* assessments. Word prediction/selection is defined as any software providing a student with a selection of single words from student-generated single or multiple keystrokes. For example, a student may type into the software the letter "p." The software will provide the student with a list of single words starting with the letter "p" (e.g., "plane," "plain," "put," "part," "please"). It should be noted that word prediction/selection is limited to the software providing selections of single words and not phrases, grammatically appropriate options, or other unrelated word choices generated by student keystrokes to predict sentence structure.

Software with word prediction/selection must not provide prompting for spell checking, grammar checking, predicting phrases or word choices, and must not make use of a thesaurus. If the word prediction/selection software allows selection of a dictionary for use by the software, an appropriate dictionary for the student's grade level should be selected.

The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component. The student's short paper must be deleted from the device used to compose the short paper; however, an electronic copy of the short paper must be securely stored (on a flash drive, CD, etc.) until scores have been received and verified and Authorization to Report is approved for that test administration. Then the electronic copy of the short paper must be securely destroyed.

Guidelines for Word Prediction Software Using the Online Format of the Short-Paper Component:

When using the online format, two separate devices must be made available to the student. The student must first use one device to sign in to TestNav using his/her Student Testing Ticket to access the prompt and the Checklist for Writers. The other device will be used to compose his/her short paper using word prediction software.

The student's short paper is then typed into the response area in TestNav. As specified in the IEP/504 Plan, the student may transcribe his/her own paper into TestNav, or it may be transcribed and verified by testing staff. Refer to the *Guidance for Transcribing Student's Answers—Information for All Assessments*, located in this Appendix, for additional information.

■ Spelling Aids

Use accommodation code 23.

Available on the short-paper component of the Writing Assessment only

Students with disabilities are allowed to use approved spelling aids on the SOL short-paper component of the *Writing* assessment. Spelling aids include spell checkers and spelling dictionaries. The spelling aid must meet the criteria established by the Virginia Department of Education. The spelling aid must be documented on the student's IEP or 504 Plan as a testing accommodation. Spell checkers may not automatically correct words or provide prompting for spell checking. If the spell checker allows for the selection of a dictionary, a dictionary appropriate to the student's grade level should be selected. Further, if automatic correction, prompting for spelling, and/or access to a thesaurus are included, these features must be disabled. A spelling dictionary may be a commercial product as long as there are not hints or clueing included. It should only contain the word lists in alphabetical order. A spelling dictionary could also be a teacher- or student-made personal spelling dictionary with words that the student uses in his or her writing.

The spelling dictionary must not contain spelling rules, punctuation rules, words used in sentences, pictures, or other clueing.

■ English Dictionary

Use accommodation code 29.

Available on the short-paper component of the online Writing Assessment only

Students who cannot access the online spell check tool or other permitted spelling aid for the short-paper component of the online *Writing* test may use an English dictionary to check spelling. The English dictionary must meet these guidelines:

- The English dictionary must be a general dictionary without a thesaurus section.
- The English dictionary must not be content specific or a specialized dictionary.
- The English dictionary may be either school-owned or student-owned.
- The English dictionary should be familiar to the student. The SOL *Writing* Test should not be the first time a student uses the dictionary.
- The English dictionary must not be altered with hand-written notes in the margins or include additional materials, such as class notes.
- The English dictionary must be a paper dictionary. An electronic dictionary is not allowed. If a student requires the use of an electronic dictionary to access the online short-paper component of the *Writing* test, a *Special Assessment Accommodation Request* must be submitted to VDOE for approval.

If transcription of the student responses is required, refer to the information box, **Guidance for Transcribing Students' Answers—Information for all Assessments**, located at the end of this section.

NOTE: The English dictionary is only designated as an accommodation on the short-paper component of the online *Writing* test. For the paper short-paper component of the *Writing* test (2010 SOL), the English dictionary is available to all students and should not be designated as an accommodation.

■ Dictation to a Recording Device

Use accommodation code 24.

Available for planning the short-paper component of the Writing Assessment only

The student may use a recording device on the short-paper component of the *Writing* assessment for pre-writing planning or draft composition. Follow these guidelines when using this accommodation.

- The student must be assessed individually to ensure that other test takers are not distracted.
- Only the recording and play-back capability of the device may be used for this accommodation.
- The student may dictate notes and ideas for the composition of his/her draft of the short paper.
- Only the student may use the recording to compose his/her short paper. The short paper may **not** be transcribed by any staff member from the student's recording when using this accommodation.
- The recording must be treated in the same manner as scratch paper and securely destroyed after the test administration.

■ Dictation to a Scribe

Use accommodation code 25.

Use these guidelines when this accommodation is used on the short-paper component of the Writing

Assessment.

The student must be assessed individually to ensure that other test takers are not distracted.

The student will dictate in English (or use an augmentative communication device with auditory output) his/her response to the prompt for the short-paper component of the *Writing* assessment to a school official (scribe), who will transcribe it. The scribe, who should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to: discussing test items, providing hints or clues, giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer.

The session between the student and scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

Guidelines for Dictation to a Scribe Using the Online Format of the Short-Paper Component: The process between the student and scribe should be established before testing begins and should follow the format that is used in the classroom. The IEP/504 Plan should specify how the scribing will be completed, from the following options:

- As the student dictates, the scribe may type directly into the response area of the student's short-paper component in TestNav. The student may revise/edit within the response area and submit the test when finished; or
- As the student dictates, the scribe may type the student's response on a word processor using a different device than the one running TestNav. The student may revise/edit the short paper on the word processor or a printed copy. A final paper copy is printed and used for transcription into the response area in TestNav; or
- As the student dictates, the scribe may hand-write the student's response. The student may revise/edit the short paper on the hand-written copy. The final short paper is then transcribed into the response area in TestNav.

Transcriptions into the response area of the student's short paper component of the *Writing* test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. Remember that all materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

If transcription of the student responses is required, refer to the information box, **Guidance for Transcribing Students' Answers—Information for all Assessments**, located at the end of this section.

NOTE: The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.

■ **Read Back Student Response**

Use accommodation code 30.

Available on the short-paper component of the Writing Assessment only

Reading back a student's short-paper response is only allowed for students with disabilities and must be documented in the student's IEP or 504 Plan as an accommodation. The IEP or 504 Plan must clearly document whether the student's short-paper response will be read back by the Test Examiner or from a device equipped with text-to-speech capabilities. In addition, the read-back accommodation must be used routinely in the student's instruction. Guidance regarding the read-back accommodation by the Test Examiner or from a device with text-to-speech capabilities is provided below.

Read-Back Accommodation Provided by the Test Examiner

- The student must be tested individually so other test takers are not distracted.
- The student may request any portion of the draft and/or final short paper to be read back as often as necessary. The student may continue to edit and request read-back until the final short paper is submitted for scoring.
- The Test Examiner must read the student's response back verbatim without providing any assistance. Examples of prohibited help include, but are not limited to: correcting or providing clues to spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response. The Test Examiner must read only the student's response, not the writing prompt. If the student uses interpreter services, the Interpreter must sign the Test Examiner's oral reading of the student's short paper.

- All read-back sessions must be audio or video recorded or proctored. Video recording is required if an Interpreter is used to sign the Test Examiner's read back. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.
- The final short paper must be written on the regular answer document or entered into the online test's response area in TestNav.

Read-Back Accommodation Provided by a Device with Text-to-Speech Capability

- The student must be tested individually or with headphones so other test takers are not distracted.
- When using the online format, two separate devices must be made available to the student. The student must first use one device to sign in to TestNav using his/her Student Testing Ticket to access the prompt and the Checklist for Writers, and the other device will be used to compose his/her short paper using a program with text-to-speech capabilities that reads the student's response verbatim. The student may use the text-to-speech function as often as necessary.
- If the text-to-speech program includes automatic correction, thesaurus, or grammar check, these features must be disabled. The student may use the manual spell-checking capacity of the text-to-speech program, but the student must not be prompted to use it.
- The speech-to-text device must not be connected to the Internet or the device's Internet access must be disabled during the test session.
- The Test Examiner must not provide any assistance. Examples of prohibited help include, but are not limited to: correcting spelling, grammar, and/or punctuation, rewording the response, providing hints and clues, giving reminders, and/or giving verbal indications or non-verbal clues about the correctness of the student's response.
- The student's short-paper response from the device with the text-to-speech capability must be printed. The short paper must be transcribed to the regular answer document or into the online test's response area in TestNav by testing staff. The transcribed student's response must be verified by a second school official to ensure that no errors in the transcription occurred.
- A paper copy of the student's short paper shall be retained on file and secured in the office of the DDOT until the scores are received and verified and Authorization to Report (ATR) is approved for that test administration. In addition, the student's short paper must be deleted from the device used to compose the short paper; however, an electronic copy of the short paper must be securely stored (on a flash drive, CD, etc.) until the scores are received and verified and ATR is approved for that test administration. The electronic copy must then be securely destroyed.
- A document stating that the printed response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the Test Examiner and Proctor (when present) and retained on file in the office of the Division Director of Testing until the scores are received and verified and ATR is approved for that test administration.

NOTE: The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.

Transcriptions into the response area of the student's short-paper component of the *Writing* test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. All materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

NOTE: The paper answer document does not list accommodation code 30. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

Guidance Regarding Using Calculators Not on the State-Approved Calculator List, Using a Calculator App, and Using Calculator Software

If a student with a disability requires the use of a hand-held calculator other than those on the State-approved calculator list, a *Calculator Accommodation Criteria Form* must be completed and, if applicable, submitted to the Virginia Department of Education.

If a student with a disability requires the use of either a calculator app* or calculator software*, a *Calculator Accommodation Criteria Form* must be completed and submitted with a *Special Assessment Accommodation Request* to the Virginia Department of Education.

*The calculator app or software may be included as a feature in a device with another primary purpose such as a braille or an augmentative communication device.

■ **Calculators and/or Arithmetic Tools**

Use accommodation code 26.

Available on the SOL Grades 3–7 or the Grades 3–8 Mathematics Growth Assessments only

Students with disabilities may use approved calculators and/or arithmetic tools on sections of the Grades 3–7 *Mathematics* SOL assessments or the Grades 3–8 *Mathematics* Growth Assessments in which a calculator is not allowed. Arithmetic machines and tables/charts are defined as tools that serve the same function as a simple calculator (e.g. four-function calculator). Examples include multiplication charts, addition charts, subtraction charts, or division charts. In order to use a calculator or arithmetic tool, students with disabilities must be found eligible by their IEP Team or 504 Committee using the *Calculator Accommodation Criteria Form*. If the student is determined eligible, the IEP Team or 504 Committee must document the decision on the student's IEP or 504 Plan and must complete and sign the *Calculator Accommodation Criteria Form* and maintain a copy in the student's educational record. The *Calculator Accommodation Criteria Form* is located on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

NOTE: For *Mathematics* SOL tests follow the information in the section, *Guidance for the 2021–2022 School Year Regarding Providing Desmos and/or Hand-Held Calculators for Mathematics (2016 SOL) Tests*, for providing students with disabilities access to the hand-held calculator and/or the Desmos online calculator.

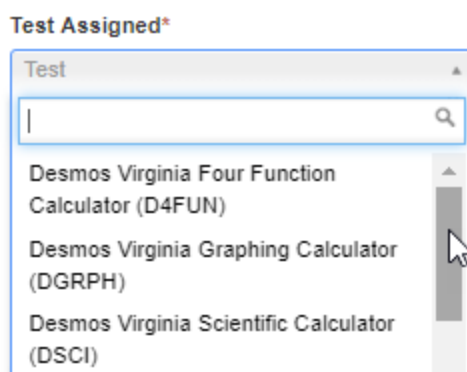
NOTE: For *Mathematics* Growth Assessments, follow the information available in the Fall 2021 *Examiner's Manuals* for Growth Assessments, *Guidance for Fall 2021 Regarding Providing a Hand-Held Calculator and/or Desmos Calculator for the Grades 3–8 Mathematics Growth Assessments Administered within the Grades 3–8 Reading/ Mathematics 2021–2022 Test Administration* for providing students with disabilities access to the hand-held calculator and/or the Desmos online calculator on the Grades 3–8 *Mathematics* Growth Assessments.

Guidance for the 2021–2022 School Year Regarding Providing a Hand-Held Calculator and/or Desmos Calculator for *Mathematics* (2016 SOL) Tests

NOTE: The guidance in this box is for Standards of Learning (SOL) tests only. For details regarding the use of hand-held calculators with the Desmos calculator on the Grades 3–8 *Mathematics* Growth Assessments refer to the following information box: *Guidance for Fall 2021 Regarding Providing a Hand-Held Calculator and/or Desmos Calculator for the Grades 3–8 Mathematics Growth Assessments Administered within the Grades 3–8 Reading/Mathematics 2021–2022 Test Administration*, located in the Fall 2021 *Examiner's Manuals* for Growth Assessments.

1. For online Grades 4–8 and EOC *Mathematics* (2016 SOL) tests, the Desmos Virginia calculator is provided within TestNav for the sections of the mathematics assessments in which a calculator is permitted. School Divisions are permitted to continue to provide one of the hand-held calculators from the list of *Approved Calculators for the Virginia Standards of Learning Assessments*, in addition to the Desmos calculator provided within TestNav.
2. For paper Grades 4–8 and EOC *Mathematics* (2016 SOL) tests administered to students with a documented need for a paper test, School Divisions may provide a hand-held calculator from the list of *Approved Calculators for the Virginia Standards of Learning Assessments* and/or provide access to the Desmos Virginia calculator for the sections of the *Mathematics* assessments in which a calculator is permitted under the following specific conditions:
 - Access to the Desmos Virginia calculator must only be provided using the appropriate Desmos Virginia Calculator Training Center Test to ensure the student has access to the approved calculator and does not have access to other applications or the Internet while using the calculator.
 - A proctor must observe the test session to verify the student has not exited or closed the Training Center test to access other applications or the Internet rather than using the Desmos Virginia calculator.
 - Upon completion of the test, the proctor must sign a written statement indicating that the test was administered under the above conditions.

Three different Training Center tests are available in the PearsonAccess^{next} Training Center. Each Training Center test provides students secure access to a specific Desmos Virginia calculator when logged in using a Training Center test ticket. No other mathematics content is presented in these tests, and students are not able to use other applications while logged into the Training Center test. The three different Training Center tests are:



For additional information about how to setup Training Center tests, please refer to the *Training Workbook* under Support in PearsonAccess^{next}.

Guidance Continues on the Next Page

3. For students with disabilities eligible to use State approved calculators on sections of the online or paper Grades 3–7 *Mathematics* SOL assessments in which a calculator is not allowed, the IEP/504 Plan must specify whether to provide a hand-held calculator from the list of *State-Approved Calculators for the Virginia Standards of Learning Assessments* and/or to provide access to the Desmos Virginia calculator during their mathematics test following the specific conditions provided in number 2 in this section.

NOTES:

- The list of *State-Approved Calculators for the Virginia Standards of Learning Assessments* is located on the Virginia Department of Education website:

www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml

- If a student with a disability requires the use of a hand-held calculator other than those on the approved calculator list, the *Calculator Accommodation Criteria Form* must be completed and, if applicable, submitted to the Virginia Department of Education.

- **Calculator with Additional Capabilities**

Use accommodation code 28.

Calculators with additional capabilities includes calculators with accessibility features and calculators with additional mathematical capabilities. Refer to the sections below for guidance for each type of calculator.

- **Calculator with Accessibility Features:**
Available for all Mathematics and Science assessments

Students with disabilities may use a calculator with accessibility features that enable the student access to a calculator. These features include a large display, large buttons, and/or audio capabilities. The calculator must have the same mathematical capabilities as those on the approved calculator list.

NOTE: Follow the information in the section, *Guidance for the 2021–2022 School Year Regarding Providing Desmos and/or Hand-Held Calculators for Mathematics (2016 SOL) Tests*, for providing students with disabilities access to the hand-held calculator and/or the Desmos online calculator.

- **Calculator with Additional Mathematical Capabilities:**
Available for all Mathematics and Science assessments

A calculator with additional mathematical capabilities is a calculator with mathematical capabilities designed to address a student's disability. Calculators with additional mathematical capabilities are calculators other than those on *Approved Calculators for the Virginia Standards of Learning Assessments*.

Additional Mathematical Capabilities that Exceed those Required to Accommodate the Student's Disability

To prevent the use of calculators with additional mathematical capabilities that exceed those used to accommodate a student's disability, the following guidance must be used when selecting calculators with additional mathematical capabilities and/or accessibility features for eligible students with disabilities.

ALLOWED

A calculator with additional mathematical capabilities is allowed if the additional mathematical capabilities are required for the student to access the assessment and are directly related to the student's disability. Both the disability and the corresponding additional mathematical capabilities must be clearly documented in the justification statement of the *Calculator Accommodation Criteria Form*. The justification statement should explain the student's disability as it relates to mathematics and provide a rationale as to why the additional mathematical capabilities are necessary. The *Calculator Accommodation Criteria Form* is located on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

NOT ALLOWED

A calculator with additional mathematical capabilities is NOT allowed if the additional mathematical capabilities:

- are not related to the student's disability;
- provide an unfair advantage to the student;
- are designed solely to enhance student performance; or
- are designed to compensate for below-grade-level mathematic skills.

NOTE: Follow the information in the section, *Guidance for the 2021–2022 School Year Regarding Providing Desmos and/or Hand-Held Calculators for Mathematics (2016 SOL) Tests*, for providing students with disabilities access to the hand-held calculator and/or the Desmos online calculator.

■ Math Aids

Use accommodation code 19.

Available on Mathematics assessments only

Students with disabilities may use approved math aids on *Mathematics* assessments if the accommodation is documented in the student's IEP or 504 Plan as a testing accommodation. Math aids may be used with a "sheet protector" or other clear overlay to permit the student to use a marker with the math aid. Testing staff must ensure the student's math aids are not visible to others. Individual testing or physical barriers between students must be used. Examples of approved math aids include: number lines, colored shapes, and fraction circles. For a complete list of both approved and not approved math aids, refer to the document *Explanation of Testing Accommodations for Students with Disabilities—Math Aids Accommodation Code 19*, available on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

■ Dry Erase Board

Use accommodation code 2.

In place of scratch paper, a student may use a dry erase board. If using a large wall-mounted board, the student must be tested individually and testing staff must ensure the student's dry erase board is not visible to others. This may require windows to be covered. If using a small dry erase board, testing staff must ensure the student's dry erase board is not visible to others. Individual testing or physical barriers between students must be used. The Test Examiner must ensure that the dry erase board is completely erased prior to the beginning of the testing session, and at the completion of the test session. The student must use the dry erase board independently without assistance from the Examiner. Prohibited help includes, but is not limited to, reminders to use the board, discussing test items, providing hints or clues, giving verbal indications or non-verbal cues about the correctness of a student's answer. The test session must be video recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* in Appendix C.

NOTE: The paper answer document does not list accommodation code 2. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

■ Additional Writing Implements

Use accommodation code 3.

The student may be provided additional (3 or more) writing implements such as, but not limited to: highlighters, markers, colored pens, colored pencils, etc. The student may use the writing implements in the test booklet or on his/her scratch paper. The additional writing implements must not be used anywhere on the student's answer document. Answer documents submitted with markers, highlighters, colored pens and/or colored pencils will not scan properly, and therefore cannot be scored. The additional writing implements must be provided to the student at the beginning of the session. The student must use the additional writing implements on the scratch paper or dry erase board (as appropriate) independently without assistance from the Examiner. Prohibited help includes, but is not limited to: reminders to use the additional writing implements, discussing test items, providing

hints or clues, giving verbal indications or non-verbal cues about the correctness of a student's answer. School staff must ensure the student's scratch paper or dry erase board is not visible to others. Individual testing or physical barriers between students must be used.

NOTE: The paper answer document does not list accommodation code 3. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

Guidance for Transcribing Students' Answers—Information for all Assessments

Transcribing students' test responses onto an answer document or onto the online test screen is available **only** for students as stated in their IEPs, 504 Plans, EL Assessment Participation Plans, or due to a documented temporary condition. In the case of a damaged answer document or an irregularity, prior approval must be obtained from the DDOT for the STC to conduct a transcription of students' answers.

A student's test items responses must be transcribed if the student's answers were:

- recorded on braille paper or on an enlarged copy of the answer document;
- marked directly in the test booklet;
- created using a word processor, word processor with speech-to-text, braille, augmentative communication device, or word prediction software;
- dictated to an Examiner/Proctor; or
- indicated verbally, by pointing, or using a communication board or choice cards.

The student's responses must be entered exactly as the student indicated. The student's responses must not be corrected, or altered in any way. The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may transcribe or verify the transcription. Other testing staff may transcribe responses or verify responses without formal training as a Proctor; however, they must receive test security training and sign the *School Division Personnel Test Security Agreement*.

NOTE: The same individual should transcribe the entire short-paper component of the *Writing* test since an alert will be triggered if a response appears with more than one individual's handwriting.

Transcriptions must be completed as soon as possible after the test has been administered. Transcriptions to an online test must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. All materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

If a device was used to compose the student's responses, the responses must be deleted from the device. The documentation of the student's responses (e.g., an audio/video of the session, output from a braille or augmentative communication device, paper, and electronic copies of responses) shall be retained on file and secured in the office of the DDOT until scores are received and verified and ATR is approved for that test administration.

Procedures for Requesting a Special Assessment Accommodation

Some students with disabilities may require accommodations beyond those listed in this manual to access the assessments. Prior approval from the Virginia Department of Education is required in order to administer these accommodations. The Division Director of Testing or his/her designee should complete the *Special Assessment Accommodation Request* form available on the Virginia Department of Education website at:

www.doe.virginia.gov/testing/participation/index.shtml

The *Special Assessment Accommodation Request* form must be submitted to the Virginia Department of Education following the directions and deadlines provided on the *Special Assessment Accommodation Request Deadlines and Directions* document.

Each request for a special assessment accommodation will be reviewed based upon the need to provide equal access to the test for the student and the need to maintain standardized procedures and test security. Accommodations may be “approved,” “approved with conditions,” or “not approved.” Some accommodations that are approved or approved with conditions may be designated as non-standard accommodations. The Division Director of Testing or his/her designee will be notified as soon as the decision concerning the special assessment accommodation has been made.

If a request for a special assessment accommodation receives an “approved” or “approved with conditions” response, the approval for that same* accommodation will remain in effect for subsequent administrations for that same student only, if:

- the subsequent assessment is in the same content area(s) as the original approval;
- the student’s continuing need for the same accommodation is documented in the IEP; and
- the conditions specified in the original response will be met.

*If a previously approved accommodation is for an app, device, or software that is subsequently updated, a revised *Special Assessment Accommodation Request* must be submitted for VDOE review.

VIRGINIA ASSESSMENT PROGRAM

For detailed information regarding EL participation in the assessments, refer to *Procedures for Determining English Learner Participation in the Virginia Assessment Program*, available on the Virginia Department of Education's website at:

www.doe.virginia.gov/testing/participation/index.shtml

■ Exempting ELs from the Virginia Assessments

- **Reading Exemption (Testing Status Code 11)**—ELs who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL *Reading* test in grades 3–8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for End-of-Course *Reading*.
- **History/Social Science Exemption (Testing Status Code 3)**—ELs in grades 3–8 may exercise a one-time exemption for the *Virginia Studies* or *Civics & Economics* SOL test.
- **Mathematics**—ELs may NOT be exempted from the *Mathematics* tests.
- **Science**—ELs may NOT be exempted from the SOL *Science* tests.
- **Writing (Testing Status Code 3)**—ELs may exercise a one-time exemption from the Grade 8 SOL *Writing* test. No exemption is available for the EOC *Writing* test.

The reason(s) for exemptions and the ramification(s) of exemptions should be documented in the EL Assessment Participation Plan and conveyed to the EL's parent(s) or guardian(s).

Former ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.

■ Former EL

Former EL— Monitor Status Year 1

A student is considered Former EL—Year 1 when he/she in spring 2021:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Former EL— Monitor Status Year 2

A student is considered Former EL—Year 2 when he/she in spring 2020:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Former EL— Monitor Status Year 3

A student is considered Former EL—Year 3 when he/she in spring 2019:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Former EL– Monitor Status Year 4

A student is considered Former EL–Year 4 when he/she in spring 2018:

- earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs test; or
- was assessed with the *Proficiency Level 5 Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments*.

Former EL Testing Accommodations

Former EL Years 1 and 2 are eligible for direct and indirect testing accommodations on assessments described in this Appendix. The accommodations must first be documented in EL Assessment Participation Plans. Former EL Years 3 and 4 are not eligible for direct and indirect testing accommodations on assessments. However, if a Former EL is also a student with a disability, she/he may receive testing accommodations based upon his/her IEP/504 Plan.

■ Direct and Indirect Linguistic Testing Accommodations for Virginia Assessment Program Tests

Testing accommodations for the assessments provide ELs the opportunity to be assessed on content knowledge rather than English language proficiency. Testing accommodations may involve changes to testing procedures, testing materials, or the testing situation to allow students meaningful participation in an assessment. Direct linguistic testing accommodations involve adjustments to the language of the test, such as the use of a bilingual dictionary. Indirect linguistic testing accommodations involve adjustments to the conditions under which ELs take the test, such as a flexible schedule that may include breaks. Additionally, testing accommodations should not provide an unfair advantage during testing, should be determined prior to testing, and documented in the EL Assessment Participation Plan.

While all direct and indirect testing accommodations are available to all ELs as deemed appropriate, certain testing accommodations may be more appropriate for students at particular English language proficiency levels.

NOTE: All references for accommodations for ELs also include Former EL year 1 and Former EL year 2.

The following Key applies to Table on the next page.

Key

H	The testing accommodation is available for the <i>History/Social Studies</i> SOL test.
M	The testing accommodation is available for the <i>Mathematics</i> test.
R	The testing accommodation is available for the <i>Reading</i> test.
S	The testing accommodation is available for the <i>Science</i> SOL test.
W	The testing accommodation is available for both the multiple-choice and short-paper components of the <i>Writing</i> SOL test.
W-SP	The testing accommodation is available for the short-paper (SP) component of the <i>Writing</i> SOL test but is not available for the multiple-choice component.
	The testing accommodation is <u>not</u> available for the content area.

Table 22. Direct and Indirect Linguistic Testing Accommodations for English Learners (ELs)

Content Area					Code	Testing Accommodation and Description
Refer to Appendix B: <i>Selection of Testing Accommodations for English Learners (ELs)</i> for additional details regarding these accommodations.						
Direct Linguistic Testing Accommodations						
H	M	R	S	W	7	Test Directions Delivery ■ Written directions (in English only) to accompany oral test directions.
H	M		S	W	10	Read-Aloud Test ■ Tests are read (in English only) to the student. Must be recorded or proctored.
H	M		S	W	11	Audio Test ■ A pre-recorded (in English only) version of the test items.
		R			14	Read-Aloud Reading Test ■ <i>Reading</i> test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria.
		R			15	Audio Reading Test ■ A pre-recorded (in English only) version of the <i>Reading</i> test items. Student must meet specific criteria.
H	M	R	S	W	17	Bilingual Dictionary ■ ELs may use a word-to-word bilingual dictionary.
				W-SP	25	Dictation to a Scribe ■ Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription.
H	M	R	S	W-SP	29	English Dictionary ■ Non-Writing Tests: ELs may use a general English dictionary. ■ Writing Tests: • Only permitted on short-paper component for Grade 8 and EOC <i>Writing test</i> (2010 SOL).
	M				A	Plain English Algebra I (2009 SOL) Test ■ ELs must meet eligibility criteria for participation.
Indirect Linguistic Testing Accommodations						
H	M	R	S	W	1	Multiple Test Sessions ■ Testing over two or more school days. Some instances require a paper test; refer to accommodation guidelines. <u>Multiple test sessions are not permitted on the short-paper component of the Writing test.</u>
H	M	R	S	W	4	Visual Aids ■ Visual templates showing one word, sentence, line, or test item at a time. Code test accommodation 4 only when used on a paper test.
H	M	R	S	W	18	Examiner Records Responses ■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
H	M	R	S	W	31	Flexible Schedule ■ Testing with breaks requires the test to be completed within one school day.

Direct Linguistic Testing Accommodations

■ Written Directions Accompanying Oral Directions *Use accommodation code 7, Test Directions Delivery.*

The student may receive a copy of the bold, “**SAY**,” testing directions (in English only) from the *Examiner’s Manual* (for online tests) or from the *Supplement to the Examiner’s Manual* (for paper tests). Prior to providing the directions to the student, the student’s copy must be reviewed by a second staff member to ensure all the **SAY** directions from the *Manual* are included. The non-bold directions that provide instructions only for the Examiner/Proctor should be removed.

NOTE: The paper answer document does not list accommodation code 7. If this accommodation is used, this test code must be applied to the student’s completed test record in PearsonAccess^{next}.

Guidance for Reading Tests Aloud—Information for all Assessments

The EL Assessment Participation Plan must include specific directions for the administration of the read-aloud accommodation. For example, a student’s accommodation may require the entire test to be read aloud or may require having words, questions, or sentences read aloud only when requested by the student.

- Unless otherwise specified in the student’s IEP/504 Plan, the student will maintain control of the testing device. The student will respond to each test question and be responsible for all navigation and final submission of the test for scoring.
- When reading the test aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test that is not specifically requested by the student.
- The Examiner must only read the text contained within a graphic (diagram, chart, table, picture, map, or other art) exactly as written using a natural tone. It is not permissible to describe or interpret information contained in a graphic.
- The Examiner should be familiar with how to read test items to students. Examiners may use the PearsonAccess^{next} audio Practice Items to hear how tests should be read aloud and to practice reading types of test items.
- In order to provide the student multi-sensory stimulation, the student must be provided the regular print, large-print, braille, or online version of the test to follow along as the Examiner reads.
- Test items must be read in English.
- All read-aloud administrations must be recorded or proctored throughout the entire read-aloud test administration.

Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

- For more detailed information, refer to *Guidelines for Administering the Read-Aloud Accommodation for the Standards of Learning Assessments* at:

<http://www.doe.virginia.gov/testing/participation/index.shtml>

■ Read-Aloud (Use accommodation code 10.) or Audio (Use accommodation code 11.) on the *Mathematics, Science, History/Social Science, and Writing Assessments*

The read-aloud or audio accommodation on *Mathematics, Science, History/Social Science, and Writing* assessments is allowed for ELs as specified in the EL Assessment Participation Plan.

■ Read-Aloud Reading Assessment (Use accommodation code 14.) or Audio Reading Assessment (Use accommodation code 15.)

The read-aloud or audio accommodation is available to ELs for the SOL *Reading* assessment if the EL also has an eligible disability and the accommodation is documented in the student’s IEP or 504 Plan. See *Students with Disabilities: Guidelines for Assessment Participation* located at:

www.doe.virginia.gov/testing/participation/index.shtml

ELs may receive the read-aloud or audio testing accommodation on the EOC *Reading* test under the following circumstances:

The EL meets all of the following criteria:

- the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio testing accommodation; and
- the student's EL Assessment Participation Plan lists the read-aloud or audio testing accommodation for other tests; and
- the student receives the read-aloud or audio testing accommodation in the classroom.

For ELs retaking the EOC *Reading* test, the read-aloud or audio testing accommodation will be considered a non-standard testing accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 14 or 15 and B, the EOC *Reading* test must be marked as retest on the Student Test Details screen in PearsonAccess^{next}.

NOTE: Providing the read-aloud or audio testing accommodation to an EL on the EOC *Reading* retest will generate a test alert. Only Virginia Department of Education (VDOE) staff can clear this test alert. Before the test alert can be cleared, the Division Director of Testing or designee must submit a request to VDOE to clear the test alert. The request must include the following:

- the student's name and State Testing Identifier (STI); and
- a statement verifying that the student is EL, Former EL-Year 1 or 2, or dually identified and meets all eligibility criteria for the read-aloud or audio testing accommodation on the EOC *Reading* retest.

Requests to clear the test alert must not be sent via email. These requests must be sent via the dropbox in the Single Sign-on for Web Systems (SSWS) to Kia Johnson and copied to Kevin McClintock.

Guidance for Creating an Online Read-Aloud Test Session

NOTE: The following guidelines do not apply to Computer Adaptive Tests.

Examiners who will be reading an online test aloud to students who require this accommodation will be given access to an online test to be viewed on the Examiner's testing device only, through the use of a Proctor Testing Ticket. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and answer options to the student(s) on a testing device that is separate from the student's testing device. Directions for the DDOT and/or STC for creating read-aloud sessions are as follows:

- When creating the new test session, check the box for *Proctor Reads Aloud*. Select the appropriate *Form Group Type Context* (Regular, Expedited retake, Term Grad), then select the appropriate *Main Form Group Type*.
- Select the *Authorizations* button to view the Proctor Testing Ticket. Selecting this button will display the Examiner's test ticket. This ticket should be printed on colored paper to differentiate it from the students' test tickets and kept secure until the day of testing. The Proctor Testing Ticket should be printed no more than 4 days prior to the start of a test session.
- The Proctor Testing Ticket is not valid until the test session is started, and it will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back into the test using the login information on the ticket without resuming the test. Because of this, Proctor Testing Tickets are highly secure materials and must be kept secure until the test session is in STOPPED status. It is imperative that read-aloud test sessions are stopped immediately after the test session is complete. All read-aloud administrations must be audio recorded or proctored.
- Student and Proctor Testing Tickets are generated based on the form group type designated when the session is created. ALL students in the session will receive the same form. Any student needing a form different from the rest of the session must be removed from the session and placed in a new test session set up with that form group type.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Student Tests Details screen. If the accommodation code is not applied, the test will be alerted.
- Refer to the information box in this section on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

Guidance for Creating an Online Session for the Read-Aloud Accommodation for Computer Adaptive Tests (CAT)

Test questions presented to students on a Computer Adaptive Test are selected by the computer based on the student's response to each question. Because the selection of items is customized for each student, an Examiner/Proctor test cannot be displayed on a separate testing device that would match the student's test. If the student requires a read-aloud administration of a Computer Adaptive Test, follow the guidance below for creating the student's session.

- The test must be administered individually.
- When creating the new test session, do NOT check the box for *Proctor Reads Aloud*. Select the appropriate *Form Group Type Context* (Regular, Expedited Retake, Term Grad), then select the appropriate *Main Form Group Type*.
- A Computer Adaptive Test cannot be reviewed by the Examiner prior to the test administration. Examiners may use the Practice Items in audio format to hear how test items should be read aloud.
- Before or after the test is submitted, the Read-aloud Accommodation code must be applied to the student's test on the Student Tests Details screen. If the accommodation code is not applied, the test will not be alerted.
- Refer to the information box in this section on the *Guidance for Reading Tests Aloud—Information for all Assessments* for additional guidance for the read-aloud accommodation.

Guidance for Online Audio Test Sessions

- Using the Proctor Caching functionality is strongly encouraged especially when delivering an audio form of the test. Proctor Caching allows test administrators to “pre-fetch” test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for online testing. Because audio files consume a large amount of bandwidth, Proctor Caching should be used when delivering an audio test to a student. For details on downloading, installing, and using Proctor Caching, refer to the TestNav 8 Online Support page at:

<https://support.assessment.pearson.com/display/TN/ProctorCache+System+Requirements>
and
<https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache>.

- The STC or designated technology representative should ensure that the online audio test is cached before the test session begins.
- The DDOT or STC may assign the online audio form to a student after the test session has been created. For directions on assigning the audio form, refer to PearsonAccess^{next} Online Support, located at **<https://support.assessment.pearson.com/x/BYDy>**.
- When administering the online audio version of a test, an audio player/tools will appear on the user's screen. Students use the player/tools to play, pause, replay, advance the audio, and to control the volume and speed.
- Prior to testing, the student should have received practice with the audio player/tools by accessing SOL Practice Items within TestNav. Refer to the table *Resources for Test Preparation* in this manual for information.
- The student must select the forward button for each passage/question. Students may listen to a passage/question as many times as necessary.
- If several students will be tested using the online audio form in the same location, headphones must be provided for each of the students.
- If a student needs clarification of what was heard on the audio test, the Examiner may repeat or read anything on the screen that is requested by the student but with caution not to inadvertently disclose a response (e.g., reading numbers versus place values, etc.). The Examiner may not answer questions about the passages or test items, provide definitions, or explain test items for students.
- Using an online audio version of the test is a preferred method of oral presentation as it provides uniform administration statewide. The student should have instructional experience with similar electronic media players found on electronic devices. Unless the student has experience with using electronic media players, the online audio version of a test may place the student at a disadvantage.

Guidance for Choosing the Online Audio Test Accommodation for ELs Who Typically use the Read-Aloud Accommodation in the Classroom

School divisions are told that students should not use accommodations during testing unless they use the same accommodation during classroom instruction and assessments. Since it would be very difficult for school divisions to provide an online audio accommodation during instruction, the following guidelines provide clarification as to the circumstances under which a student could be provided with an online audio accommodation during testing.

- The EL Committee must determine whether the read-aloud accommodation administered by a Test Examiner or the online audio accommodation is the more appropriate delivery method for online testing. It is particularly important that the parent agrees to the delivery method and that the decision is clearly documented in the EL Assessment Participation Plan.
- The online audio accommodation on the test may be provided to students who typically have a read-aloud accommodation during instruction or to those who use recorded media or text readers in the classroom.
- If the EL Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio Practice Items available on the Virginia Department of Education's website at:

www.doe.virginia.gov/testing/sol/practice_items/index.shtml

■ **Bilingual Dictionary** **Use accommodation code 17.**

ELs may use a bilingual dictionary on tests following these guidelines:

- The bilingual dictionary must be individually offered to each EL documented to have this accommodation for testing.
- The bilingual dictionary must be a general, word-to-word bilingual dictionary.
- The bilingual dictionary must not be a specialized dictionary, such as a subject specific dictionary, rhyming dictionary, picture dictionary, etc.
- The bilingual dictionary must be a paper dictionary. Electronic bilingual dictionaries or translators are not allowed.
- The bilingual dictionary may be either school-owned or student-owned.
- The bilingual dictionary should be familiar to the EL. Testing should not be the first time an EL uses a bilingual dictionary.
- The bilingual dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
- The bilingual dictionary may be used alone or with the English dictionary.

■ **English Dictionary** **Use accommodation code 29.**

Because an English dictionary may provide definitions of subject-specific vocabulary that ELs are expected to know (e.g., median, simile) for the tests, the use of this testing accommodation should be carefully considered. ELs may use an English dictionary on tests following these guidelines:

- The English dictionary must be a general dictionary without a thesaurus section.
- The English dictionary must not be a specialized dictionary, such as a subject-specific dictionary, rhyming dictionary, picture dictionary, etc.
- The English dictionary must be a paper dictionary. An electronic dictionary is not allowed.
- The English dictionary may be either school-owned or student-owned.
- The English dictionary should be familiar to the EL. Testing should not be the first time an EL uses the English dictionary.

- The English dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
- The English dictionary may be used alone or with the bilingual dictionary on *Non-Writing* SOL tests and the short-paper component of the *Writing* test.
- The English dictionary is not permitted on the multiple-choice component of the Grade 8 or EOC *Writing* test.

NOTE: For any paper short-paper component of the *Writing* test, the English dictionary is available to all students and should not be designated as a testing accommodation.

■ Dictation to a Scribe

Use accommodation code 25.

Use these guidelines when this accommodation is used on the short-paper component of the *Writing* Assessment.

The student must be assessed individually to ensure that other test takers are not distracted.

The student will dictate in English his/her response to the prompt for the short-paper component of the *Writing* assessment to a school official (scribe) who will transcribe it. The scribe, who should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to: discussing test items, providing hints or clues, giving reminders, giving verbal indications or non-verbal cues about the correctness of a student's answer.

The session between the student and scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

Guidelines for Dictation to a Scribe Using the Online Format of the Short-Paper Component: The process between the student and scribe should be established before testing begins and should follow the format that is used in the classroom. The EL Assessment Participation Plan should specify how the scribing will be completed, from the following options:

- As the student dictates in English, the scribe will type directly into the response area of the student's short-paper component in TestNav. The student will revise/edit within the response area of TestNav and submit the test when finished; or
- As the student dictates in English, the scribe will type directly into a word processor using a different computer. The student will revise/edit on the word processor or a printed copy. A final paper copy will be printed to be used for transcription into the response area of the student's short-paper component in TestNav. The student will submit the test when finished; or
- As the student dictates in English, the scribe will hand-write the student's response. The student will revise/edit on the paper copy. The response is then transcribed by typing into the response area of the student's short-paper component in TestNav. The student will submit the test when finished.

Transcription. The student's responses must be entered exactly as the student indicated. The student's responses must not be corrected, or altered in any way. The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may transcribe or verify the transcription. Other testing staff may transcribe responses or verify responses without formal training as a Proctor; however, they must receive test security training and sign the *School Division Personnel Test Security Agreement*.

NOTE: The same individual should transcribe the entire short-paper component of the *Writing* test because an alert will be triggered if a response appears with more than one individual's handwriting.

Transcriptions must be completed as soon as possible after the test has been administered. Transcriptions to an online test must be completed on the same school day the test was taken. Transcriptions to a paper answer document must be completed as soon as possible after the test. All materials containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

If a device was used to compose the student's responses, the responses must be deleted from the device. The documentation of the student's responses (e.g., an audio/video of the session, paper, and electronic copies of responses) shall be retained on file and secured in the office of the DDOT until scores are received and verified and Authorization to Report (ATR) is approved for that test administration.

NOTE: The format used (paper or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.

■ Plain English *Algebra I* Test (2009 SOL only)

Use accommodation code A.

ELs may be assessed with the Plain English *Algebra I* (2009 SOL) test if they:

- previously passed an Algebra I class prior to Spring 2019 and need to retake the Plain English *Algebra I* (2009 SOL) test for verified credit to meet graduation requirements, and
- are enrolled in grades 9–12 and have an ACCESS for ELLs Overall Proficiency Level within the range of 1.0–3.5

NOTE: Eligibility is based on ACCESS for ELLs® scores; however, the WIDA Screener, or the WIDA MODEL™ score, may be used for ELs without ACCESS for ELLs scores. For details, refer to the *Procedures for Determining English Learner Participation in the Virginia Assessment Program*.

Indirect Linguistic Testing Accommodations

The VAP tests are untimed, but ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. Based on their English language proficiency and/or the language demands of the assessment, some ELs may require breaks or multiple test sessions.

■ Multiple Test Sessions

Use accommodation code 1.

ELs who require multiple test sessions, when the test will be completed in two or more school days, may be administered a paper test. When administering a paper test, care must be taken to ensure that the student is exposed only to those test items in the portion of the paper test that he/she is attempting that day. Previously completed items and items not yet accessed must be sealed to prevent accidental exposure to the student. Students who require multiple test sessions for any Growth Assessment must take the paper version.

The EL Committee may determine that it is appropriate for an individual student, with the Multiple Test Sessions accommodation, to take the online version of these SOL tests: Grades 3–5 *Reading* and Grades 3–7 *Mathematics* SOL tests.

- The SOL Grades 3–5 *Reading* and Grades 3–7 *Mathematics* SOL tests may be administered online over two days with the requirement that the student completes all of the first portion of the test on the first day and Exits the test at the Seal Code. The student must then finish all of the second portion of the test on the second day. The student may be provided with a break while completing either part, but the student must be supervised and test security must be maintained throughout the break. Refer to Testing Memos 1385 and 1386 for additional details when determining the appropriateness of administering these online tests to students who require the Multiple Test Sessions accommodation. Eligible students who are unable to complete these online tests as described must be administered a paper test.

NOTE: The short-paper component of the *Writing* assessment, whether administered in paper or online, must be completed in one school day and does not qualify for multiple test sessions; however, the student may be given breaks under secure conditions.

■ Flexible Schedule

Use accommodation code 31.

Breaks: Students who require breaks, but not multiple test sessions, must complete the test in one school day. The schedule for breaks must be determined prior to testing and be based on the routine use of scheduled breaks during classroom assessment. The Test Examiner and School Test Coordinator should work together to establish the procedure for notifying the student to begin and end a break during testing. Breaks are available for either online or paper tests. The break(s) must be supervised. Test security must be maintained at all times during the break(s). The student must not be allowed to discuss the test in any way, must not have access to any educational materials or electronic devices during the break(s), and must not disrupt other students who are continuing to test.

Also, for test security, the student's test materials must not be accessible or viewable by other students or by school personnel during the break(s). If the student is testing online, the student should either be *Exited* from the online test or, if the testing room will be securely maintained, the student's screen could be turned off or covered prior to the break(s) to maintain test security. If the student *Exits* the test, his/her test must be *Resumed* on the Students in Sessions screen in PearsonAccess^{next} and the student must log back into TestNav using his/her Student Testing Ticket. If the student's screen was turned off or covered and the student did not *Exit*, the student must return to the same testing device to continue testing.

NOTE: The paper answer document does not list accommodation code 31. If this accommodation is used, this test code must be applied to the student's completed test record in PearsonAccess^{next}.

■ **Visual Aid (Masking templates)**

Use accommodation code 4 when this accommodation is used on paper tests.

Templates (or masks) that are blank allow a student to see one word, sentence, line, or test item at a time.

- Use accommodation code 4 with the paper tests of ELs who require a paper test and the use of a mask or template.
- Use of accommodation code 4 is not required for students taking an online test. The Line Reader Mask, Answer Mask, and Highlighter tools are available to all students taking an online test and are not considered accommodations. Students may not hold a template or mask up to or over the testing device's screen.
- Students taking online tests must receive prior practice using the Line Reader Mask, Answer Mask, and Highlighters tools on practice items using TestNav 8.

■ **Examiner Records Responses**

Use accommodation code 18.

ELs who are unable to respond to test items by marking an answer document or by selecting the answer online may have an Examiner/Proctor record their responses. The student may mark in the test booklet, respond verbally, point, or otherwise indicate a response. The Examiner must transfer the student's responses to the regular answer document or select them on the student's testing device.

If the student marks in his/her own test booklet, the answers are transcribed onto the answer document. The answer choices in the test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The student's name should be clearly printed on the test booklet and the booklet returned with all other secure materials to Pearson. If a discrepancy is discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

The student may give the Examiner directions on how to respond to online TEI items by responding verbally, pointing, or otherwise indicating his/her answers.

If the student responds verbally, points, or otherwise indicates a response, the student must be assessed individually to ensure that other test takers are not distracted. The session between the student and the scribe must be recorded or proctored. Follow the *Guidelines for Proctoring and/or Recording a Test Session* located in Appendix C.

The student's answer choices for paper or online assessments must be verified by a second school official to ensure that no errors in transcription occurred.

VIRGINIA ASSESSMENT PROGRAM

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. **The table is a summary only and does not contain all the criteria or details associated with the accommodation.** Most of the accommodations listed in the table are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for English Learners (ELs) sections of Appendix B. The **Description** column on the table contains a brief description of the accommodation and any notations or restrictions for its use.

School staff are reminded that accommodations must only be used to provide equal access to the SOL assessment and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or EL Assessment Participation Plan.

Dually Identified Students. ELs who are also students with disabilities are referred to as “dually identified.” IEP/504 Teams and EL Committees must work collaboratively to determine the assessment participation for dually identified students.

- The IEP/504 Team and EL Committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status.
- The IEP/504 Team and EL Committee jointly determine special test accommodations based on the student's disability and EL status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Plan and EL Assessment Participation Plan.

Students with Temporary Conditions. Students who do not have an IEP or 504 Plan may be provided with appropriate special test accommodations needed to access the Virginia SOL tests if they have a documented temporary condition, such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file and appropriately coded in PearsonAccess^{next}.

Refer to the Key below for an explanation of abbreviations or symbols encountered on the Table.

Key

Abbreviation Symbol	Explanation
SWD	This accommodation may be considered for students with disabilities and dually identified students.
ELs	This accommodation may be considered for English learners, Former EL-Year 1 or 2, and dually identified students.
SWD EL	If SWD and EL appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, ELs, Former EL-Year 1 or 2, and dually identified students.
MC/TEI	The accommodation is available on the multiple-choice/technology enhanced item (TEI) component of the <i>Writing</i> test. NOTE: Paper <i>Writing</i> tests do not include TEI.
SP	The accommodation is available on the short-paper component of the <i>Writing</i> test.
	The accommodation is not available for this test administration or on the component indicated.

Table of Testing Accommodations Available for the *Writing* Test
Refer to the accommodation guidelines for details.

Code	Accommodation	Student	Writing Test Components		Description
A	Plain English <i>Mathematics</i> Test				
B	Non-Standard	SWD ELs	MC/TEI	SP	■ Contact VDOE for assistance.
1	Multiple Test Sessions	SWD ELs	MC/TEI		■ Testing over two or more school days; requires a paper test. Not permitted on the short-paper component of the <i>Writing</i> test.
2	Dry Erase Board	SWD	MC/TEI	SP	■ Use dry erase board as scratch paper. Must be video recorded or proctored.
3	Additional Writing Implements	SWD	MC/TEI	SP	■ The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.
4	Visual Aids	SWD ELs	MC/TEI	SP	■ Magnification, color overlays, templates/masks, blank graphic organizers, template software.
5	Amplification or Noise-Dampening Equipment	SWD	MC/TEI	SP	■ Auditory trainer, whisper phone. ■ Headphones, ear muffs, or ear plugs.
6	Large-Print Test	SWD	MC/TEI	SP	■ Available as a paper test only.
7	Test Directions Delivery	SWD ELs	MC/TEI	SP	■ Written directions to accompany oral test directions. ■ Interpret/transliterate testing directions. Available for SWD only.
8	Enlarged Answer Document	SWD	MC/TEI	SP	■ Available with paper tests only. Transcription to a standard answer document required.
9	Braille Test	SWD	MC/TEI	SP	■ Available as a paper test only.
10	Read-Aloud Test	SWD ELs	MC/TEI	SP	■ Test items and prompt are read (in English only) to the student. Must be recorded or proctored.
11	Audio Test	SWD ELs	MC/TEI	SP	■ A pre-recorded version of the MC/TEI test items and SP prompt.
12	Interpret/Transliterate the Test	SWD	MC/TEI	SP	■ Interpret/transliterate test items. Must be video recorded or proctored.
13	Communication Board/Choice Cards	SWD	MC/TEI	SP	■ Communication board, choice cards. Must be video recorded or proctored. Requires transcription.
14	Read-Aloud <i>Reading</i> Test				
15	Audio <i>Reading</i> Test				
16	Interpret/Transliterate the <i>Reading</i> Test				
17	Bilingual Dictionary	ELs	MC/TEI	SP	■ ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.
18	Examiner Records Responses	SWD ELs	MC/TEI	SP	■ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
19	Math Aids				
20	Specific Verbal Prompts	SWD	MC/TEI	SP	■ Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored.
21	Response Devices	SWD	MC/TEI	SP	■ Student responds by word processor, word processor with speech-to-text, braille (requires a paper test), word prediction software, etc. May need to be recorded or proctored. May require transcription.
22	Augmentative Communication Device	SWD	MC/TEI	SP	■ Student responds by augmentative communication device. Must be video recorded or proctored. Requires transcription.
23	Spelling Aids	SWD		SP	■ Use of spellchecker, spelling dictionary.

Table of Testing Accommodations Available for the *Writing Test*, continued

Code	Accommodation	Student	Writing Test Components		Description
24	Dictation to a Recording Device	SWD		SP	■ For student use only for pre-writing/draft composition. Final SP may <u>not</u> be transcribed from a recording device by testing staff.
25	Dictation to a Scribe	SWD ELs	MC/TEI	SP	■ Dictation (in English only) to a scribe. ELs—allowed only on SP component. Must be recorded or proctored. Requires transcription.
26	Calculator/Arithmetic Tools				
27	VDOE Approved Special Accommodation Request	SWD	MC/TEI	SP	■ Prior approval from VDOE required. DDOT must submit the <i>Special Assessment Accommodation Request</i> form by the published deadline.
28	Calculator with Additional Capabilities				
29	English Dictionary	SWD ELs		SP	■ ELs refer to EL accommodation guidelines. Permitted only on the <u>short-paper component</u> . ■ SWD refer to SWD accommodation guidelines.
30	Read Back Student Response	SWD		SP	■ The student's short paper is read back to the student by the Examiner or from a workstation equipped with text-to-speech capabilities. Must be audio or video recorded or proctored. May require transcription.
31	Flexible Schedule	SWD ELs	MC/TEI	SP	■ Time of day, order of tests, and scheduled breaks.
32	Setting	SWD	MC/TEI	SP	■ Location, adaptive or special furniture, special lighting.

VIRGINIA ASSESSMENT PROGRAM

The testing accommodations listed in the table on the following pages are intended for students with disabilities and English learners (ELs) as noted. In order to receive an accommodation, the student must meet the criteria established for that accommodation. **The table is a summary only and does not contain all the criteria or details associated with the accommodation.** Most of the accommodations listed in the table are explained in greater detail in the Testing Accommodations for Students with Disabilities or Testing Accommodations for English Learners (ELs) in this Guide. The **Description** column on the table contains a brief description of the accommodation and any notations or restrictions for its use.

School staff are reminded that accommodations must only be used to provide equal access to the Virginia Assessment Program tests and may not provide an unfair advantage or be selected to enhance performance. All accommodation determinations must be documented in the student's IEP, 504 Plan, and/or EL Assessment Participation Plan.

Dually Identified Students. ELs who are also students with disabilities are referred to as “dually identified.” IEP/504 Teams **and** EL Committees must work collaboratively to determine the assessment participation for dually identified students.

- The IEP/504 Team and EL Committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status.
- The IEP/504 Team and EL Committee jointly determine special test accommodations based on the student's disability and EL status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Plan and EL Student Assessment Participation Plan.

Students with Temporary Conditions. Students may be provided with appropriate special test accommodations needed to access the Virginia Assessment Program tests if they have a documented temporary condition, such as a broken arm or injured hand. Documentation of the temporary condition and necessary accommodations must be maintained in the student's school/division file and appropriately coded in PearsonAccess^{next}.

**Table of Testing Accommodations Available for the SOL
Grades 3–8, Content Specific History, and *Non-Writing* Tests
Refer to the accommodation guidelines for details.**

Refer to the Key below for an explanation of abbreviations or symbols encountered on the Table.

Key

Abbreviation Symbol	Explanation
SWD	This accommodation may be considered for students with disabilities and dually identified students.
ELs	This accommodation may be considered for English learners, Former EL-Year 1 or 2, and dually identified students.
SWD EL	If SWD and EL appear together in a cell, this indicates that the accommodation may be considered for students with disabilities, ELs, Former EL-Year 1 or 2, and dually identified students.
H	The accommodation is available on the <i>History/Social Science</i> test.
M	The accommodation is available on the <i>Mathematics</i> test.
R	The accommodation is available on the <i>Reading</i> test.
S	The accommodation is available on the <i>Science</i> test.
#	Under certain circumstances, an SWD and/or EL who is <u>retesting</u> on the EOC <i>Reading</i> test may receive the accommodation even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud/audio accommodation on the <i>Reading</i> test. Refer to the SWD or EL guidelines for criteria.
	The accommodation is not available for this test administration or on the content area indicated.

**Table of Testing Accommodations Available for the SOL
Grades 3–8, Content Specific History, and Non-Writing Tests, continued**

Refer to the Testing Accommodations for Students with Disabilities or Testing Accommodations for ELs for additional details regarding these accommodations.

Code	Accommodation	Student	Content Area				Description
A	Plain English <i>Mathematics</i> Test	SWD EL		M			<ul style="list-style-type: none"> 2009 SOL <i>Algebra I</i> tests only. Student must meet eligibility criteria. Refer to SWD & EL accommodation guidelines.
B	Non-Standard	SWD EL	H	M	R	S	<ul style="list-style-type: none"> Contact VDOE for assistance.
1	Multiple Test Sessions	SWD EL	H	M	R	S	<ul style="list-style-type: none"> Testing over two or more school days. Some instances require a paper test, refer to accommodation guidelines.
2	Dry Erase Board	SWD	H	M	R	S	<ul style="list-style-type: none"> Use dry erase board as scratch paper. Must be video recorded or proctored.
3	Additional Writing Implements	SWD	H	M	R	S	<ul style="list-style-type: none"> The student may be provided additional (3 or more) writing implements such as highlighters, markers, colored pens, colored pencils, etc.
4	Visual Aids	SWD EL	H	M	R	S	<ul style="list-style-type: none"> Magnification, color overlays, templates/masks, blank graphic organizers, template software.
5	Amplification or Noise-Dampening Equipment	SWD	H	M	R	S	<ul style="list-style-type: none"> Auditory trainer, whisper phone. Headphones, ear muffs, or ear plugs.
6	Large-Print Test	SWD	H	M	R	S	<ul style="list-style-type: none"> Available as a paper test only.
7	Test Directions Delivery	SWD EL	H	M	R	S	<ul style="list-style-type: none"> Written directions to accompany oral test directions. Interpret/transliterate testing directions. Available for SWD only.
8	Enlarged Answer Document	SWD	H	M	R	S	<ul style="list-style-type: none"> Available with paper tests only. Transcription to a standard answer document required.
9	Braille Test	SWD	H	M	R	S	<ul style="list-style-type: none"> Available as a paper test only.
10	Read-Aloud Test	SWD EL	H	M		S	<ul style="list-style-type: none"> Test items are read (in English only) to the student. Must be recorded or proctored.
11	Audio Test	SWD EL	H	M		S	<ul style="list-style-type: none"> A pre-recorded version of the test items.
12	Interpret/Transliterate the Test	SWD	H	M		S	<ul style="list-style-type: none"> Interpret/transliterate test items. Must be video recorded or proctored.
13	Communication Board/Choice Cards	SWD	H	M	R	S	<ul style="list-style-type: none"> Communication board, choice cards. Must be video recorded or proctored. Requires transcription.
14	Read-Aloud <i>Reading</i> Test	SWD EL			R		<ul style="list-style-type: none"> <i>Reading</i> test is read (in English only) to the student. Student must meet eligibility criteria. Must be recorded or proctored. For SWD & EL high school retesters, see # in Key.
15	Audio <i>Reading</i> Test	SWD EL			R		<ul style="list-style-type: none"> A pre-recorded version of the <i>Reading</i> test items. Student must meet eligibility criteria. For SWD & EL retesters, see # in Key.
16	Interpret/Transliterate the <i>Reading</i> Test	SWD			R		<ul style="list-style-type: none"> Interpret/transliterate the <i>Reading</i> test. Must be video recorded or proctored. Student must meet eligibility criteria.
17	Bilingual Dictionary	EL	H	M	R	S	<ul style="list-style-type: none"> ELs may use a bilingual dictionary. Refer to EL accommodation guidelines.
18	Examiner Records Responses	SWD EL	H	M	R	S	<ul style="list-style-type: none"> Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.

**Table of Testing Accommodations Available for the SOL
Grades 3–8, Content Specific History, and Non-Writing Tests, continued**

Refer to the Testing Accommodations for Students with Disabilities or Testing Accommodations for ELs for additional details regarding these accommodations.

Code	Accommodation	Student	Content Area				Description
19	Math Aids	SWD		M			■ Use approved math aids, examples: abacus, number line, colored shapes. Refer to SWD accommodation guidelines for assistance.
20	Specific Verbal Prompts	SWD	H	M	R	S	■ Examiner uses specific verbal prompts to keep student focused. Must be recorded or proctored.
21	Response Devices	SWD	H	M	R	S	■ Student records responses to MC items using braille writer. Requires a paper test. Requires transcription.
22	Augmentative Communication Device	SWD	H	M	R	S	■ Student responds by augmentative communication device. Must be video recorded or proctored. Requires transcription.
23	Spelling Aids						
24	Dictation to a Recording Device						
25	Dictation to a Scribe						
26	Calculator/Arithmetic Tools	SWD		M			<ul style="list-style-type: none"> ■ SOL Gr. 3 <i>Math</i>; Growth Assessments: online Grs. 3 & 4 <i>Math</i>, paper Gr 3 <i>Math</i>—for use on the entire test. ■ SOL 4–7 <i>Math</i>; Growth Assessments: online Grs. 5–8 <i>Math</i>, paper Grades 4–7 <i>Math</i>—for use on the NON-calculator portion of the test. ■ Students taking SOL and/or Growth Assessments must meet eligibility criteria. ■ SOL Grade 8 and EOC <i>Math</i>—not applicable.
27	VDOE Approved Special Accommodation Request	SWD	H	M	R	S	■ Prior approval from VDOE required. DDOT must submit the <i>Special Assessment Accommodation Request</i> form by the published deadline.
28	Calculator with Additional Capabilities	SWD		M		S	<ul style="list-style-type: none"> ■ SOL Gr. 3 <i>Math</i>; Growth Assessments: online Grs. 3 & 4 <i>Math</i>, paper Gr. 3 <i>Math</i>—must meet eligibility criteria. ■ SOL: Gr. 4–8 and EOC <i>Math</i> and Grades 5, 8, and EOC <i>Science</i>. Growth Assessments: online Grs. 5–8 <i>Math</i>, paper Grs. 4–7 <i>Math</i>—calculator with additional capabilities to those routinely supplied to all students. Student must meet eligibility criteria.
29	English Dictionary	ELs	H	M	R	S	■ ELs only may use a general English dictionary. Refer to EL accommodation guidelines.
30	Read Back Student Response						
31	Flexible Schedule	SWD EL	H	M	R	S	■ Time of day, order of tests, and scheduled breaks.
32	Setting	SWD	H	M	R	S	■ Location, adaptive or special furniture, special lighting.

Appendix C

Guidance and Forms

Guidelines for Proctoring and/or Recording a Test Session	181
<i>Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions</i>	<i>182</i>
<i>SOL Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors</i>	<i>183</i>
<i>Interpreter's Affidavit</i>	<i>184</i>
<i>VAAP Transmittal Form and Affidavit for Student Testing Resources VAAP 2021–2022 Test Administration</i>	<i>185</i>
VAAP Test Access Guidance	187
VAAP Test Access Transmittal Form	188
Documentation of Need for Paper Standards of Learning Assessment	190

NOTE: All the forms may be photocopied.

VIRGINIA ASSESSMENT PROGRAM

Some special test accommodations require that the test administration be audio/video recorded or proctored. These accommodations include but are not limited to:

- read back response
- dry erase board
- specific verbal prompts
- interpreting/transliterating
- Examiner records responses
- dictation to a scribe
- augmentative communication device
- communication board, choice cards
- read-aloud test administration

For more information on which test sessions must be recorded or proctored, please refer to the Special Test Accommodations section found in the appendices of the *Test Implementation Manuals* (TIM) and the *Examiner's Manuals*.

Using a Proctor

VDOE recommends that a proctor be present with the Examiner during all recorded sessions to avoid possible retesting in the event of technological failure. If the session is proctored, the Proctor must sign the affidavit that the test administration was conducted according to the *School Division Personnel Test Security Agreement*. This written verification must be retained on file and secure in the office of the DDOT until after scores have been received and verified, and Authorization to Report (ATR) is approved for that test administration. The Proctor's Affidavit is on the *Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions*, which is available on the next page.

Recording Devices

Test sessions may be audio/video recorded using the following types of devices:

Tape recorder; handheld digital recorder; micro-cassette recorder; or a PC, laptop, or netbook with recording capabilities. A device or application that saves the recording to the cloud must not be used.

Storing Devices

All recorded test sessions must be securely stored on one of the following types of devices/media: CD, DVD, encrypted flash drive, audiotape, videotape, or floppy disk. When saving the audio/video file, VDOE recommends the use of a naming convention that allows easy identification of the specific student, test, and form number. Recorded test sessions may not be saved to the cloud.

Maintain Security

All recordings of test sessions are considered secure test materials and must be stored by the DDOT in a secure, locked location until scores are received and verified, and Authorization to Report (ATR) is approved for that test administration. If a digital recording is created, the digital file must not remain on any device or media that is readily accessible to the general school population and/or public, including, but not limited to, teachers, students, paraprofessionals, custodial staff, library/media staff, building administrators, and parents. Once the scores are received and verified, the recordings of test sessions should be securely destroyed following your division's policy as directed by the DDOT.

Recording Technology Training

Examiners and Proctors should be trained prior to testing on the use of the recording technology to be used during the test session. The training should include opportunities for the Examiner and Proctor to have hands-on practice with the recording hardware, software, and/or storage device/medium. Training should include procedures for handling technical difficulties should they arise. The STC should keep a record of staff trained, date of training, and topics covered.

Proctor Training

The Proctor works with the Examiner in administering the assessments and assists in maintaining an appropriate testing environment. A Proctor is also an observer who may be called upon to verify that students did not receive help on the test, that the test was administered according to the procedures outlined in the *Examiner's Manual*, and according to the *School Division Personnel Test Security Agreement*. Proctors must receive the same training as Examiners and must read and then sign the *School Division Personnel Test security Agreement*.

Examiner's/Proctor's Transmittal Form and Affidavit for Recorded/Proctored Test Sessions

Use this form to document the distribution and return of test tickets/booklets/prompts, recording hardware, and storage media used for recorded and/or proctored test sessions. This form also provides the Examiner's and Proctor's affidavits, certifying the tests were administered according to the *School Division Personnel/ Test Security Agreement*. **NOTE:** This form is not required for VAAP 2021–2022 tests.

Writing 2021–2022

☐ Non-Writing and/or Grades 3–8 Reading/Mathematics 2021–2022

School Name:

Test Date:

Directions: Column (1): list the test name. Column (2): enter the quantity of test tickets/prompts issued (student and Examiner copies). Column (3): list the type of hardware used to conduct the recording, such as digital audio/video recorder, laptop, tape recorder, etc. Column (4): list the storage medium used to store the session, such as CD, DVD, flash-drive, cassette tape, etc. Column (5): Examiners initial the “OUT” column verifying the quantity and receipt of the test tickets/booklets/prompts, recording equipment, and storage media. Column (6): STC initials the “IN” column, verifying the return of the test tickets/booklets/prompts, recording equipment, and storage media. Column (7): after testing, the Examiner reads then signs the Examiner’s Affidavit. Column (8): after testing, if applicable, the Proctor reads then signs the Proctor’s Affidavit.

[illegible]

APPENDIX C

SOL Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors

Spring 2022 SOL Writing, Non-Writing and/or Grades 3–8 Reading/Mathematics Test Administrations

Check the Test Administration (one only): ☐ Writing 2021–2022 ☐ Non-Writing and/or Grades 3–8 Reading/Mathematics 2021–2022

Division Name: _____

School Name: _____

Date: _____

Directions: Use this transmittal form to track and verify the distribution of Student/Proctor Testing Tickets issued to Examiners and the session for which the Examiner is responsible. At the completion of the test session, the Examiner must read and sign the Examiner's Affidavit. Proctors who were present for some or all of the test session must provide their name, session name, and sign the Proctor's Affidavit.

Examiner/ Proctor Name (type or print)	Test Session Name or Identification to which the Examiner or Proctor is assigned	# of Testing Tickets issued to the Examiner of the session listed	Examiner's Initials verifies receipt of the secure testing tickets for the session listed	STC Initials verifies return of the session's secure testing tickets	Examiner's Affidavit My signature below affirms: I administered the Growth or SOL assessment, associated with the test session listed on this form, according to the <i>School Division Personnel Test Security Agreement.</i>	Proctor's Affidavit My signature below affirms: I assisted with/observed the administration of the Growth or SOL assessment, associated with the test session listed on this form, and certify that the test was administered according to the <i>School Division Personnel Test Security Agreement.</i>

VIRGINIA ASSESSMENT PROGRAM

Directions: The interpreter should complete a separate form and read and sign an affidavit for each student who received interpretation services. All signed affidavits for Virginia Assessment Program tests must be securely maintained in the Office of the Division Director of Testing. **NOTE:** This form is not required for VAAP 2021–2022 tests.

Student Receiving Interpretation Services

Student Name	State Testing Identifier	Grade Level
School Name	Division Name	

Test(s) Interpreted:

Test Administration (check one only): ☐ Fall 2021 ☐ Spring 2022 ☐ Summer 2022

Test Type (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Growth Assessments | <input type="checkbox"/> Non-Writing SOL Assessments |
| <input type="checkbox"/> Writing SOL Assessments | <input type="checkbox"/> VAAP Assessments |

Content Area(s) (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> History/Social Science | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Science <input type="checkbox"/> Writing |

Interpreter's Affidavit

My signature below affirms:

I have:

- provided interpretation services for the student on the assessment (noted above) in an appropriate and professional manner according to the *School Division Personnel Test Security Agreement*.
- maintained confidentiality of the student's responses.

I have not:

- provided hints, clueing, prompting, or any other type of inappropriate assistance that would give the student answers to assessment items or provide an unfair advantage.
- fabricated, altered, or modified student responses or evidence in any way.

Signed:	Print Name:
Position:	Date:
School:	Division:

APPENDIX C

VAAP 2021–2022 Test Administration Transmittal Form and Affidavit for Student Testing Resources

Directions: Use this transmittal form to track and verify the distribution and return of Student Resources each day. The Student Resources include: student testing ticket, student paper copy of the test and all copies and any loose pieces of the student's copy, Examiner's Copy of the test including test directions. At the conclusion of testing each day, the Examiner must return all Student Resources and sign the Examiner's Affidavit. Proctors, if present for some or all of the day's testing, must enter the date, provide their name, and sign the Proctor's Affidavit.

Student Name _____		Test Name _____						
Date	Examiner/Proctor Name (print)	Student test ticket (check box if provided on this date)	Complete student copy of the test (check box if provided on this date)	Examiner Copy of the test (check box if provided on this date)	Examiner's Initials verifies receipt of the secure student resources checked out on this date.	STC Initials verifies the return of all student resources checked out on this date	Examiner's Affidavit My signature below affirms: I administered the VAAP assessment, to the student named on this form, on this date, according to the School Division Personnel Test Security Agreement.	Proctor's Affidavit My signature below affirms: I assisted with/observed the administration of the VAAP assessment to the student named on this form, on this date, and certify that the session was administered according to the School Division Personnel Test Security Agreement
If additional space is needed to document the daily transmittal process and affidavit for the student and test named above, use the VAAP Test Administration Transmittal Form and Affidavit continued on the following page.								

APPENDIX C

VAAP 2021–2022 Test Administration Transmittal Form and Affidavit for Student Testing Resources

Student Name (from page 1) _____ Test Name (from page 1) _____

Date	Examiner/Proctor Name (print)	Student test ticket (check box if provided on this date)	Complete student copy of the test (check box if provided on this date)	Examiner Copy of the test (check box if provided on this date)	Examiner's Initials verifies receipt of the secure student resources checked out on this date.	STC Initials verifies the return of all student resources checked out on this date	Examiner's Affidavit My signature below affirms: I administered the VAAP assessment, to the student named on this form, on this date, according to the School Division Personnel Test Security Agreement.	Proctor's Affidavit My signature below affirms: I assisted with/ observed the administration of the VAAP assessment to the student named on this form, on this date, and certify that the session was administered according to the School Division Personnel Test Security Agreement

APPENDIX C**VAAP Test Access Guidance****ACCESSING THE VAAP TEST PRIOR TO THE TEST DATE**

In order to adequately prepare to administer the VAAP Test, testing staff may require access to the test prior to the test date to prepare the test for some testing conditions and the test accommodations: Alternate Representations of Response Options and Interpreting/Transliteration. VAAP testing staff may have advanced access to each VAAP test as described below:

Procedures for Accessing the VAAP Test

- Prior to any test access being granted, all staff responsible for providing the accommodation must have been trained in VAAP test administration and test security and must have signed the *School Division Personnel Test Security Agreement*.
- Test security must be maintained.
 - The test must remain on school property during the access, preparation, and review.
 - The reviewer or test preparer must maintain the test securely and not permit access to the test to anyone not involved in the review or preparation. The reviewer or test preparer must not share information related to the test items, answer choices, or test content by any means to anyone.
 - The STC and the reviewer or test preparer must fill out the *VAAP Test Access Transmittal* form each day access to the test is given. At the end of each day's access, the original test and all copies and any notes about test items must be returned to the STC. The STC is responsible for monitoring access to the VAAP tests and ensuring the tests are returned each day to secure locked storage.
 - At the conclusion of each test day, the original test and all copies and loose test pieces and notes used for Interpreting/Transliteration must be placed into an envelope labeled with the student's name, test name, and level, and returned to the STC. At the conclusion of the test administration, the STC will return all envelopes containing student test copies, pieces, and notes to the DDOT.

Testing Conditions Guidance

- The test preparer may access and prepare the test no more than 24 hours prior to each test's scheduled test date.
- The student's paper version of the test should be used for preparing for testing conditions.
- The original student's test and all copies and any loose pieces of the student's copy must be saved.

Alternate Representation of Response Options Accommodation Guidance

- The test preparer may access and prepare the test no more than four school days (96 hours) prior to each test's scheduled test date.
- The student's version of the test should be used for preparing alternate representations of response options. The student's test may be copied/enlarged as necessary in order to provide the accommodation.
- The original student's test and all copies and any loose pieces of the student's copy must be saved.

Interpreting/Transliteration Accommodation Guidance

- The test reviewer may access and review the test no more than 24 hours prior to each test's scheduled test date.
- The Examiner's Copy of the test should be used to review the test. The student's copy of the test must not be altered or written on.
- Notes may be made about how to interpret/transliterate a test item. However, the interpreter/transliterator must keep their notes with the test. After the review is concluded, the notes and test must be returned to the STC to be securely stored.

APPENDIX C**VAAP Test Access Transmittal Form (VAAP 2021–2022 Test Administration)**Name of Staff
Accessing testDivision
NameSchool
Name

Directions: Use this transmittal form to track and verify access to the VAAP test prior to the test date for the purpose of preparing to provide testing conditions and the accommodations: Alternate Representation of Response Options and Interpreting/Transliteration. Testing staff who will have access to the VAAP test, prior to the test date, are required to read and follow the VAAP Test Access Guidance on page 1 of this document. The STC is responsible for monitoring access to the VAAP tests and ensuring the tests are returned each day to locked storage.

Access Date and Student Name	Grade Level and Test Name	Accommodation and/or Testing Condition requiring access (check the appropriate box)	Testing Staff Initials verify receipt of the secure student resources checked out on this date.	STC Initials verify the return of all student resources checked out on this date
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		

APPENDIX C		VAAP Test Access Transmittal Form (VAAP 2021–2022 Test Administration)		
Access Date and Student Name	Grade Level and Test Name	Accommodation and/or Testing Condition requiring access (check the appropriate box)	Testing Staff Initials verify receipt of the secure student resources checked out on this date.	STC Initials verify the return of all student resources checked out on this date
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		
		<input type="checkbox"/> Alternate Representation of Response Options <input type="checkbox"/> Interpreting/Transliteration <input type="checkbox"/> Testing Condition (Specify: _____)		

VIRGINIA ASSESSMENT PROGRAM

Directions: NOTE: This form is not required for students participating in VAAP. This form must be completed for students with disabilities or those with medical conditions who need a paper Virginia Assessment Program (VAP) test but who do NOT meet the following criteria:

- attend school in a location where a secure network connection or the required technology is not available to access an online test, such as special situation schools, homebound, residential facilities, hospitals, night schools, or Governor Schools.
- require an accommodation specified in the student's Individualized Education Plan (IEP), 504 Plan, or English Learner (EL) Assessment Participation Plan that is described in Appendix B as requiring a paper test (e.g., large-print test, braille test, braille, and some instances of multiple test sessions).
- have a documented medical condition, such as a seizure disorder where exposure to a computer will aggravate the student's condition.

For a student with disabilities, this form should be completed by the Individual Education Program (IEP) team/504 committee. For a student with medical conditions, this form should be completed by a team composed of the Division Director of Testing, building principal, course content teacher, parent, and other appropriate school staff. A separate form must be completed for each assessment, and a copy of each signed and completed form must remain in the student's education record and on file in the office of the Division Director of Testing.

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____ Current Grade of Enrollment: _____

VAP Assessment Considered for Paper: _____

Section II: School Division Information

School Division Name: _____ School Name: _____

Course Content Teacher: _____ Date: _____

Section III: Eligibility Determination

Eligibility for paper administration of VAP assessments is determined based on a student's disability or the student's medical need. Section IIIA should be completed by the student's IEP or 504 team if the need for a paper administration is based on an identified disability. Section IIIB should be completed by a team composed of the Division Director of Testing, building principal, parent, and other appropriate school staff if a medical condition is the basis for the need for a paper test.

Section IIIA: (Complete for a Student with a Disability)

The student's IEP Team/504 Committee must determine that a student is eligible for a paper assessment based on answers to the following three questions. A response of "No" for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1) Does the student have a current IEP/504 Plan or is one being developed?

☐ Yes ☐ No

2) As a result of a disability, the student requires an accommodation other than large-print test, braille, or multiple test sessions, that can only be provided in a paper format. List accommodation requiring a paper administration:

☐ Yes ☐ No

3) Does the student require paper classroom tests in order to access content?

☐ Yes ☐ No

Justification Statement: *The IEP Team/504 Committee must also provide a justification statement as to why the IEP Team or 504 Committee has determined that the impact of the student's disability prevents access to online VAP assessments even with accommodations. Data should be referenced from the student's educational record, including the most recent evaluation information, teacher observations, and classroom and state assessment performance history.*

Signed:

Course Content Teacher Date: _____

Special Education Teacher Date: _____

Parent Date: _____

Building Administrator or Designee Date: _____

Other Date: _____

Other Date: _____

*This completed form must be retained in the student's education record
and on file in the office of the Division Director of Testing.*

Section IIIB: (Complete for a Student with a Medical Condition)

The school team must determine that a student is eligible for a paper assessment based on answers to the three questions below. A response of "No" for any question indicates that the student is NOT eligible for a paper assessment in the content area listed in Section I of this form.

1) Does the student have a current medical condition documented by a physician or other health professional? (Letter must be attached.)

☐ Yes ☐ No

2) As a result of the medical condition, is the student unable to demonstrate his/her individual achievement on the online Virginia Assessment Program test for the assigned course and grade level?

☐ Yes ☐ No

3) Does the student require paper classroom tests in order to access content?

☐ Yes ☐ No

Justification Statement: *The school team must also provide a justification statement as to why it has determined that the impact of the student's medical condition prevents access to online VAP assessments. Data should be referenced from teacher observations and from classroom and state assessment performance history. A letter from the student's physician must also be attached that documents the current medical condition that prevents access to online VAP assessments.*

Signed:

Division Director of Testing

Date: _____

Building Administrator or Designee

Date: _____

Course Content Teacher

Date: _____

Parent

Date: _____

Other

Date: _____

Other

Date: _____

This completed form must be retained in the office of the Division Director of Testing.

VIRGINIA ASSESSMENT PROGRAM

The following adjustments to the conditions under which a VAP test may be administered are available to any student as needed.

Adjustment to Testing Conditions	Guidance
Group size	Students may be tested individually or in small groups with the size of the group determined by the STC.
Environmental modifications	Students may be tested with modifications to the environment to include amount or type of lighting, noise buffers, and/or the use of a study carrel. The student may NOT be issued any kind of accessory to modify the environment. Prohibited accessories include, but are not limited to: headphones, ear muffs, ear plugs, ticking clocks, egg timers, fidget items, stress balls, toys, music, or “soothing” sounds during testing.
Large diameter pencil, pencil grip	If a large pencil is used on a paper answer document, it must contain #2 lead.
Assistance with directions	Directions for taking the test are read to students as printed in the <i>Examiner’s Manuals</i> and their <i>Supplements</i> . If a student has a question about a direction, then the Examiner may simplify or clarify the “ SAY ” direction. Examiners/Proctors may NOT provide assistance with directions for “live” test items that are within the student’s test.
Student reading his/her own test out loud	For any student who needs to hear himself/herself read aloud, the student must be tested individually. The student can then read the test aloud to himself/herself without interaction from the Examiner. The student may not be issued any kind of accessory including, but not limited to, a “whisper phone” or recording/playback device. The student may NOT read to the Examiner/Proctor.
Student requires a health management device	The <i>Health Management Device Form</i> must be completed for each student with a documented health need requiring the use of a health management device (such as a continuous glucose monitor or seizure monitor).
Student requires hearing aids with an Internet-connected device	The <i>Hearing Aids with Internet-Connected Device Form</i> must be completed for a student who requires hearing aids that must be connected to an Internet-enabled device, such as a smart phone.

APPENDIX E

2021–2022 Test Irregularity Form

The Test Irregularity Web Application System (TIWAS) is used to document and submit test irregularities. The STC may direct Examiners to use this form or parts of the form to document the test irregularity incident. The information from this form must be entered into TIWAS and submitted to the DDOT.

Division Name: _____

Irregularity Number: _____

Test Administration: _____ Year: _____

Created Date: _____ By: _____

☐ Regular ☐ Term Grad ☐ Exp Retake

Student Grade: _____

School Name: _____

Test Type: ☐ Regular ☐ Audio

No. of Students: _____

☐ Large Print ☐ Braille

Test Session Name: _____

Test Mode ☐ Online ☐ Paper

Test Level/Content Area/Subject		Form No. with Irregularity	Prompt No.	Assigned by TIWAS	
				Alternate Form No.	Prompt No.
FOR EXAMPLE: <input type="checkbox"/> EOC World Geography		H0116			
<input type="checkbox"/> 3					
<input type="checkbox"/> 4					
<input type="checkbox"/> 5					
<input type="checkbox"/> 6					
<input type="checkbox"/> 7					
<input type="checkbox"/> 8					
CSH	<input type="checkbox"/> Virginia Studies				
	<input type="checkbox"/> Civics & Economics				
End-of-Course	<input type="checkbox"/> Writing				
	<input type="checkbox"/> Reading				
	<input type="checkbox"/> Math				
	<input type="checkbox"/> Science				
	<input type="checkbox"/> History				

Student Names and STIs (attach list of additional names and STIs):

1. _____ 2. _____

Description of Irregularity (PLEASE PRINT):

Submitted to DDOT: ☐ YES ☐ NO

Submitted to VDOE: ☐ YES ☐ NO

SIGNATURE: _____ DATE: _____

This page may be photocopied.

LIST OF ADDITIONAL RESOURCES

NOTE: The following web addresses were correct at the time of printing. Web addresses may be subject to change and will be updated as needed in subsequent *Test Implementation Manuals*.

Adult Ed General Educational Development (GED) Test
www.doe.virginia.gov/instruction/adulted/ged/index.shtml

College Board Tests (SAT, PSAT, AP, CLEP)
www.collegeboard.com/testing/

Elementary and Secondary Education Act (ESEA)
www.doe.virginia.gov/federal_programs/esea/index.shtml

Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia
www.doe.virginia.gov/boe/accreditation/soa_guidance_provisions.pdf

National Assessment of Educational Progress (NAEP)
www.doe.virginia.gov/testing/naep_natl_assessment_ed_progress/index.shtml

Principals' Memos (click the link on the right navigation bar on this page)
www.doe.virginia.gov/administrators/index.shtml

School Quality Profiles
http://www.doe.virginia.gov/statistics_reports/school-quality-profile/index.shtml

Single Sign-on for Web Systems (SSWS)
<https://p1pe.doe.virginia.gov/ssws/login.page.do>

Standards of Learning Assessments: Guidelines for Administering the Read-Aloud Accommodation
www.doe.virginia.gov/testing/participation/guidelines_read_aloud.pdf

Standards of Learning: Released Tests
www.doe.virginia.gov/testing/sol/released_tests/index.shtml

Standards & SOL-Based Instructional Resources
www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

Standards of Learning Test Scoring and Performance Reports
<http://www.doe.virginia.gov/testing/scoring/index.shtml>

Standards of Learning: Assessment Resources (calendars, manuals, ancillary materials)
www.doe.virginia.gov/testing/test_administration/index.shtml

Substitute Tests for Verified Credit
www.doe.virginia.gov/testing/substitute_tests/index.shtml

Superintendent's Memos (click the link on the right navigation bar on this page)
www.doe.virginia.gov/administrators/index.shtml

User's Guide for the Testing Irregularities Web Application System (TIWAS)
www.doe.virginia.gov/testing/test_administration/testing_irregularities/user_guide.pdf

VDOE: For Families & Students (various links)

www.doe.virginia.gov/students_parents/index.shtml

VDOE Instructional Services

www.doe.virginia.gov/instruction/index.shtml

VDOE: News (Recent News Releases)

www.doe.virginia.gov/news/index.shtml

VDOE: Testing and Standards of Learning (main Web page)

www.doe.virginia.gov/testing/index.shtml

VDOE: Special Education

www.doe.virginia.gov/special_ed/index.shtml

VDOE: Standards of Quality

www.doe.virginia.gov/boe/quality/index.shtml

Virginia Alternate Assessment Program (VAAP)

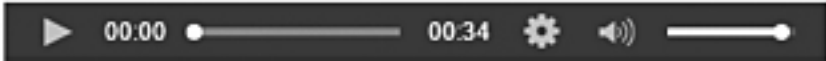



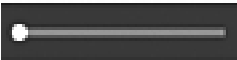



www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

Virginia Board of Education

www.doe.virginia.gov/boe/index.shtml

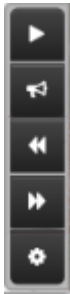






The **Audio Control Box** is available on the following online VAP tests: Grade 8 and EOC *Writing*, EOC *History/Social Science* (2008 SOL), Grades 5 and 8 and EOC *Science*, and EOC *Mathematics* (2009 SOL). Students who are assigned an audio form for these tests will see the audio control box on the first test question. The audio control box does not appear on the samples. During testing, if a student asks a question about the audio control box or any of its components, the Examiner/Proctor may use the table below to read the tool name and description to the student.

Audio Control Box

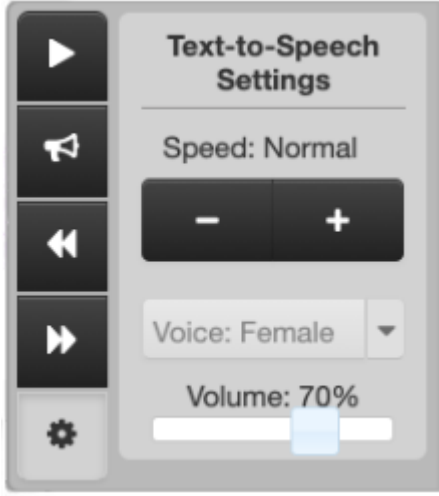


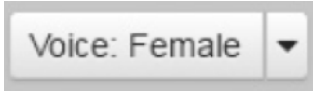
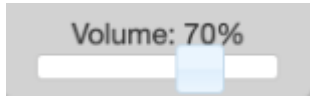
Audio Control Box	
	
Tool Icon	Tool Name and Description
 	<p>Forward/Play button—when selected the audio will start to play and the <i>Forward</i> button becomes the <i>Pause</i> button.</p> <p>Pause button—when selected the audio will pause in place, and become the <i>Pause</i> button. Selecting the <i>Forward</i> button will resume the audio from the point it was paused.</p>
	<p>Progress counter—as the audio plays, the counter will “count up”.</p>
	<p>Slider—moving the slider to the right advances the audio; moving the slider to the left replays the audio.</p>
	<p>Length of audio counter—this counter indicates the length of the audio.</p>
	<p>Audio speed setting wheel—when selected the audio speed may be changed. The default speed is “Normal”. The slower speeds are 0.5 and 0.75. The faster speeds are 1.25, 1.5, and 2.0.</p>
	<p>Audio volume controls—selecting the speaker symbol will increase the volume and mute the volume. Selecting the slider also will increase and decrease the volume.</p>

The **Audio Tools** are available on the following online VAP tests: Grades 3–8 and EOC *Mathematics* (2016 SOL), Grades 3–8 and EOC *Reading* (2017 SOL), *Civics & Economics*, *Virginia Studies*, and *VA & US History* (2015 SOL). Students who are assigned an audio form for these tests will see the audio tools for the text-to-speech reader on the right side of the screen. The audio tools are available with the Samples. During testing, if a student asks a question about a tool, the Examiner/Proctor may use the tables below to read the tool’s function and operation to the student.



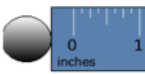
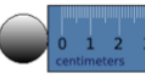







Audio Tools


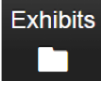
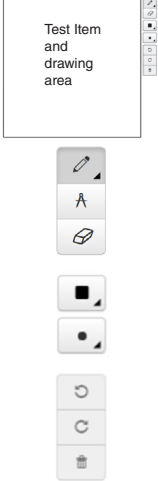
Audio Tools	Tool Icon	Tool Name and Description
		<p>Play button—when selected, this tool reads the item from the beginning. The text for the item is highlighted in yellow. To help the student follow along as the text is read, each word within the text will be highlighted in blue.</p>
		<p>The Stop button will only appear when the audio is playing. Selecting it stops the audio.</p>
		<p>Jump back—when selected, the audio will jump backward to a previous selection. Serves as a rewind.</p>
		<p>Skip Ahead—when selected, the audio will jump forward to the next selection. Serves as a fast forward.</p>
		<p>Toggle Click-to-Hear tool—this allows students to select where within the item the audio will begin.</p>
		<p>Settings wheel—when selected, the audio settings may be adjusted. Refer to the Audio Settings Available table on the next page for the adjustable audio settings.</p>


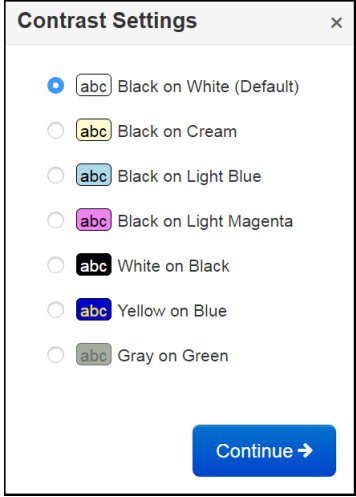
Audio Settings Available





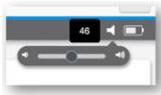
Settings Wheel Expanded	Tool Icon	Tool Name and Description
		Speed —selecting minus will decrease the speed of the audio.
		Selecting plus will increase the speed of the audio.
		Voice —default gender of the voice of the audio may <u>not</u> be changed.
		Volume —students may adjust the volume of the audio by dragging the volume slider right or left to increase or decrease the volume.

Online Tools, Icons, and Descriptions of Functions












Tool Icon	Tool Name and Description
	Pointer —Use to select on screen and to place the cursor in an answer box, plot points, select one or more answers, and drag information from one location to another. When the pointer is moved into the toolbar, it turns into a finger when placed over clickable sources.
	Answer Eliminator —Use to eliminate (cross off) answer options. This tool functions with multiple-choice questions and certain TEI items.
	Inch Ruler —Use to measure an object on screen.
	Centimeter Ruler —Use to measure an object on screen.
	Protractor —Use to measure an angle.
	Straightedge —Displays a straight line. Available on the Grades 3–8 and EOC <i>Mathematics</i> (2016 SOL) tests.
	Desmos Four-function Calculator —Use for mathematical calculations.
	Desmos Scientific Calculator —Use for mathematical calculations.
	Desmos Graphing Calculator —Use for mathematical calculations.
	TI-108 Basic Calculator —Use for mathematical calculations (add, subtract, multiply, divide). This is an online version of the Texas Instruments 108 (TI-108) calculator.
	Tools Drop Down —when the student's test screen is zoomed (ctrl +) to a high level (500% or when the virtual width of the viewport is less than 480px), the tools drop down icon appears on the tool bar at the top of the screen. When the tools drop down icon is selected, tools available for the test appear in the drop down under it.

Tool Icon	Tool Name and Description
	<p>Highlighter—Use to highlight text. Students cannot highlight art, pictures, images, or text when presented as art (i.e. poems, fliers). The “Listen” option is only available on audio tests that use text-to-speech audio tools. When the student highlights text and selects “Listen,” the highlighted text will be read-aloud. NOTE: The Text-to-Speech will play for the entire section and not just the highlighted words in the sentence.</p> <p>There is no limit to the number of highlights a student can make within the test. To access the highlighter, the student selects text and selects the highlighter color. To remove the highlighted text, the student selects the highlighted text and selects the slash. Pink and blue are the two highlighter colors available when the background and foreground settings are set to the default (black text on white background). These colors may change when the background and foreground setting is changed.</p>
	<p>Exhibit Window—Use to view exhibits such as formula sheets, z-table, Periodic Table of the Elements, and reading passages.</p>
	<p>Drawing Interaction Tool—This tool only appears on questions where students may need a drawing tool to help solve the question. It is located to the right of the drawing interaction area. The individual tools are:</p> <ul style="list-style-type: none"> • pencil—student may select free draw or the straight line • compass—use for Geometry constructions • eraser—removes selected marks • color selector— marks may be black or green • mark thickness—two sizes for the thickness of the marks are available • undo—removes the most recent mark • redo—reapplies the last mark removed • clear all—deletes all markings in the drawing interaction area





Accessibility Feature	Feature Name and Description
<p>Zoom-In and Zoom-Out Feature</p> <p>Using the keyboard or touchscreen.</p> <p>No icon is available.</p>	<p>On a PC or Chromebook:</p> <p>Zoom in—press the CTRL and + keys at the same time.</p> <p>Zoom out—press the CTRL and – keys at the same time.</p> <p>Return to default screen size—press the CTRL and 0 keys at the same time.</p> <p>On a Mac:</p> <p>Zoom in—press the CMD and + keys at the same time.</p> <p>Zoom out—press the CMD and – keys at the same time.</p> <p>Return to default screen size—press the CMD and 0 keys at the same time.</p> <p>On a touch-screen device:</p> <p>Zoom in—touch two points on the screen, and then move your fingers away from each other.</p> <p>Zoom out—touch two points on the screen, and then move your fingers toward each other.</p>
	<p>User Dropdown Menu</p> <ul style="list-style-type: none"> • Change the Background and Foreground Colors—selecting this permits the student to choose the background and foreground colors of his/her test. The list of background and foreground colors are shown in the screen shot below: <div data-bbox="746 1050 1098 1549">  </div> <p>To return the background and foreground color to the default, the student selects Black on White (Default).</p>

Accessibility Feature	Feature Name and Description
	<ul style="list-style-type: none"> • Show Line Reader Mask—selecting this will place a mask on the screen which the student may place over text or test questions. The line reader mask has a window which shows only one line of text. The student must drag the mask down over the text in order to read it. The student can resize the mask and the window. This mask must be selected for each passage or question after the student moves backward or forward in the test. To remove the line reader mask, in the dropdown the student selects <i>Hide Line Reader Mask</i>. The line reader mask screen shot is below:  • Enable Answer Masking—selecting this will place a mask over each multiple-choice answer choice (this is not available on TEI questions). The student may uncover an answer choice by selecting the gray box with the image of an eye. Once enabled, the answer mask will be present on all multiple-choice questions. To stop the answer choice masking, the student enters the dropdown menu and selects <i>Disable Answer Masking</i>. The answer masking screen shot is below:  • Sign out of TestNav—selecting this will bring up the Exit Test screen. The Exit Test screen permits the student to Exit the Test, or to Cancel the selection and return to the test.
	<ul style="list-style-type: none"> • Student Battery Level Indicator—A battery indicator for the student's workstation is located on the top right of the screen just under the user dropdown.
	<ul style="list-style-type: none"> • Volume Control—in Secure Tests only. • Allows students to adjust the system volume on their device while in their secure test. • When a student clicks “on touch” over the speaker icon displayed in the header bar (next to the battery status indicator), a slider control will open under the speaker icon. • The student can use the slider control to adjust the device system volume setting. • This will be available on all secure tests no matter if the form has audio content or not.












**ONLINE TOOLS AVAILABLE ON THE GRADES 3–5 AND VIRGINIA STUDIES
NON-WRITING SOL TESTS**

SOL Test	Pointer	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	Straightedge	Desmos Four-Function Calculator	TI-108 Basic Calculator	Highlighter	Exhibit	Drawing Interaction
											
Grade 3 <i>Reading</i> CAT	✓	✓							✓		
Grade 3 <i>Mathematics</i> CAT	✓	✓	✓	✓		✓			✓		✓
Grade 4 <i>Reading</i> CAT	✓	✓							✓		
Grade 4 <i>Mathematics</i> CAT	✓	✓	✓	✓		✓	✓ calculator part only		✓		✓
Grade 5 <i>Reading</i> CAT	✓	✓							✓		
Grade 5 <i>Mathematics</i> CAT	✓	✓	✓	✓	✓	✓	✓ calculator part only		✓		✓
Grade 5 <i>Science</i>	✓	✓	✓	✓				✓	✓		✓
<i>Virginia Studies</i>	✓	✓							✓		

**ONLINE TOOLS AVAILABLE ON THE GRADES 6–8 AND CIVICS & ECONOMICS
NON-WRITING SOL TESTS**

SOL Test	Pointer	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	Straightedge	Desmos Scientific Calculator	TI-108 Basic Calculator	Highlighter	Exhibit	Drawing Interaction
											
Grade 6 Reading	✓	✓							✓		
Grade 6 Mathematics CAT	✓	✓	✓	✓	✓	✓	✓ calculator part only		✓	Formula Sheet	✓
Grade 7 Reading	✓	✓							✓		
Grade 7 Mathematics CAT	✓	✓	✓	✓		✓	✓ calculator part only		✓	Formula Sheet	✓
Grade 8 Reading	✓	✓							✓		
Grade 8 Mathematics CAT	✓	✓	✓	✓		✓	✓		✓	Formula Sheet	✓
Grade 8 Science	✓	✓	✓	✓				✓	✓		✓
Civics & Economics	✓	✓							✓		

**ONLINE TOOLS AVAILABLE ON THE END-OF-COURSE
NON-WRITING SOL TESTS**

SOL Test	Pointer	Answer Eliminator	Inch Ruler	Centimeter Ruler	Protractor	Straightedge	Desmos Graphing Calculator	TI-108 Basic Calculator	Highlighter	Exhibit	Drawing Interaction
											
EOC Reading (2010 and 2017 SOL)	✓	✓							✓		
Algebra I (2016 and 2009 SOL)	✓	✓	✓	✓		2016 SOL test only	2016 SOL test only		✓	Formula Sheet	✓
Geometry (2016 and 2009 SOL)	✓	✓	✓	✓		2016 SOL test only	2016 SOL test only		✓	Formula Sheet	✓
Algebra II (2016 and 2009 SOL)	✓	✓	✓	✓		2016 SOL test only	2016 SOL test only		✓	Formula Sheet & z-table	✓
Virginia and United States History (2008 and 2015 SOL)	✓	✓							✓		
World History I (2008 SOL)	✓	✓							✓		
World History II (2008 SOL)	✓	✓							✓		
World Geography (2008 SOL)	✓	✓							✓		
Earth Science	✓	✓	✓	✓				✓	✓		✓
Biology	✓	✓	✓	✓				✓	✓		✓
Chemistry	✓	✓	✓	✓				✓	✓	Periodic Table of Elements	✓

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